

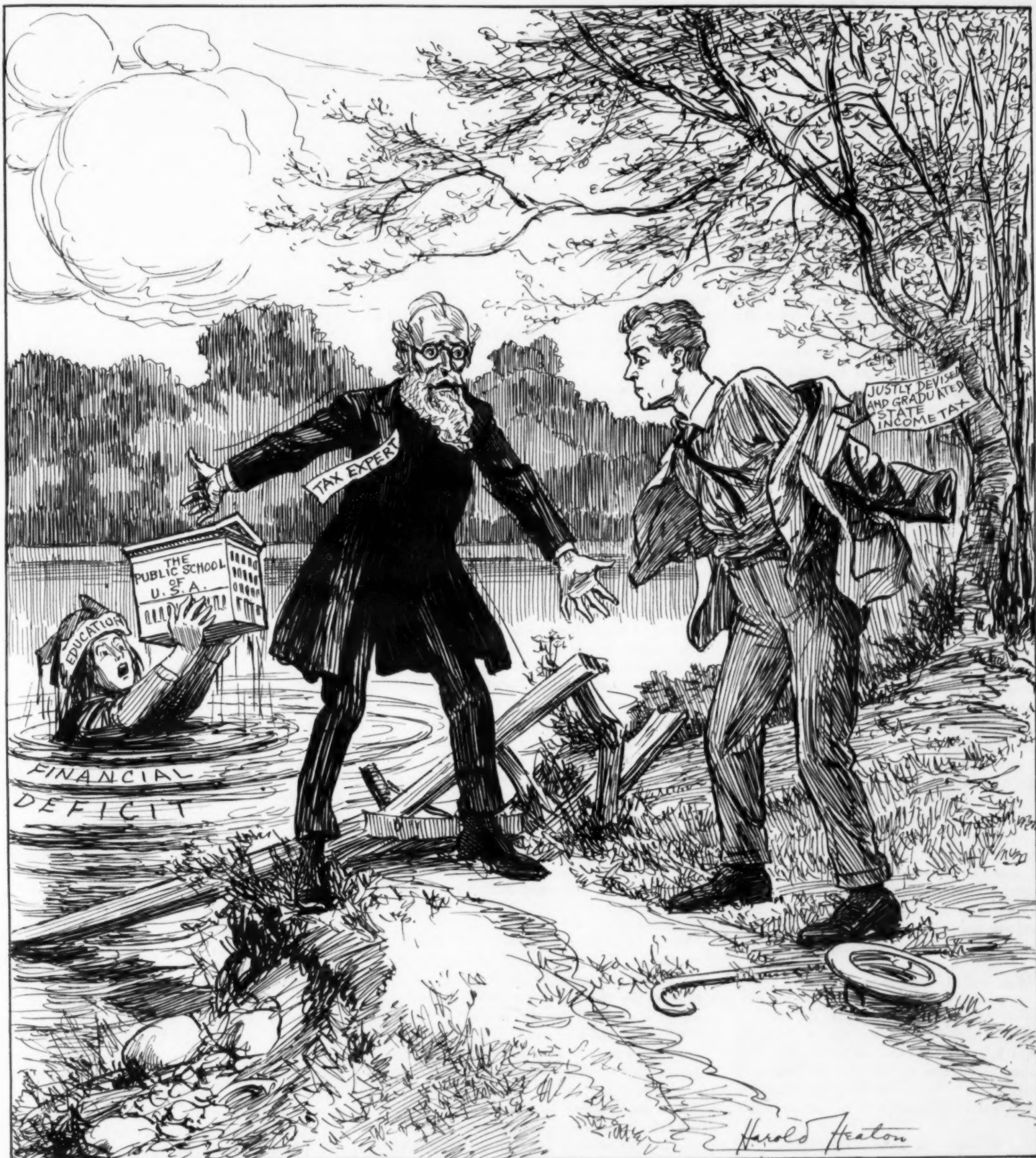
# THE AMERICAN School Board Journal

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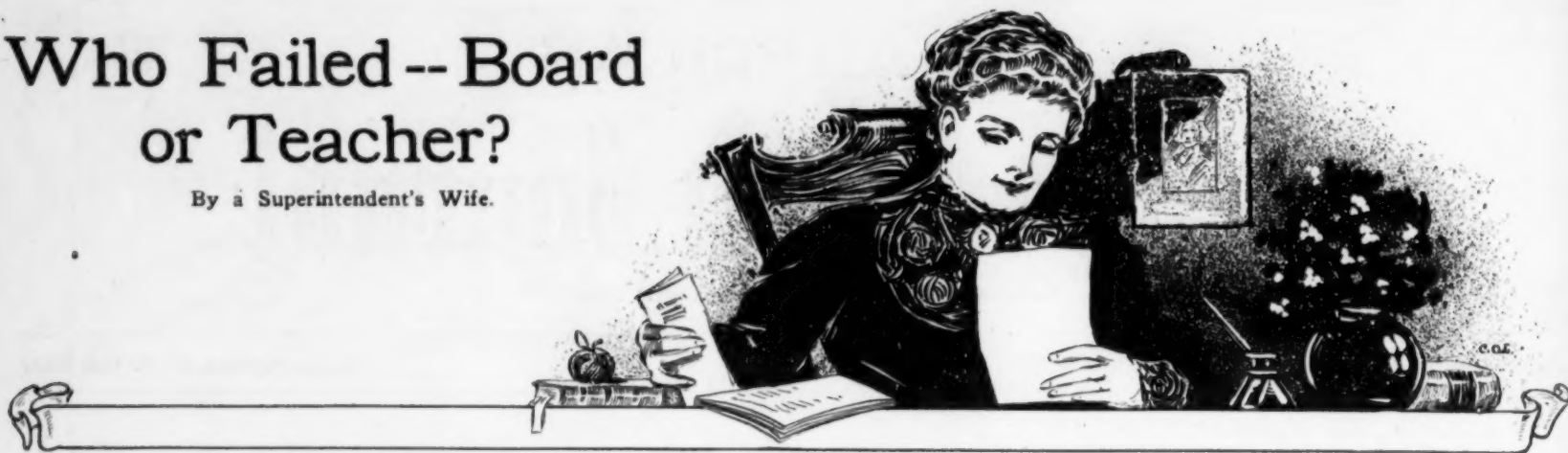


A Rescue to be Firmly and Honestly Administered



# Who Failed -- Board or Teacher?

By a Superintendent's Wife.



Several years ago a refined and cultured girl of 19 or 20, whom we shall call Miss Gray, came to our door seeking help. She had been engaged to teach a rural school somewhere back in the hills, and the trustee who had promised to meet her at the railroad station had not made his appearance. After waiting there for an hour she inquired her way to our home because she happened to know that we are school people.

I made her as comfortable as I could; then, by using the telephone nearest the trustee's home, I sent a message to him. When it was nearly dusk a loutish young fellow, in sweaty field clothes, came to take her to the place where she was to live for the next ten months. As I watched the girl take her seat beside him and drive away in the rickety carriage, my heart ached for her. I had some idea of what she would face.

Two months later I happened to see a man from that section. He told me that Miss Gray had been a complete failure, and had gone home several days before. The girl had not looked like a failure when I saw her, and I did a little quiet investigating.

In two months that community had robbed my bright, forward-looking girl of health, nerves, and courage. The conditions at her boarding house alone, were enough to take all spirit out of her; at school she had poor equipment and inadequate supplies; but the thing that broke her was the attitude of two groups of people—the trustees and the mothers. The trustees were very indifferent to their trust regarding the tools to work with, encouragement, and public sentiment. They took the attitude that if she couldn't teach the school, she could leave, the sooner the better.

And the mothers!! Instead of appreciating the benefit that the whole community would derive from the influence of this cultured girl in their midst, these women seemed to envy her, and to take delight in hearing stories of the uncivil behavior of their boorish sons toward the well-bred girl. Their mischievous tongues clacked over the news that she wanted a *warm bedroom*, by herself; that she had brought *ten dresses*; that she refused to play kissing games at parties. They tried to find a beau for her among the local swains; and they gave their imaginations and their wagging tongues free rein whenever an untoward thing happened in school.

## Who Failed—Parent or Teacher?

If a man bought a Rolls-Royce touring car, took it into rough mountain roads, and used it as a lumber truck for two months, would that prove that Rolls-Royce cars are a failure? Or, since a car is inanimate, let us take flesh and blood, and nerve: Is a high-bred race horse a failure because he can not qualify among army mules?

And yet we want teachers to be refined!

The experience of Miss Gray is extreme, I admit, very extreme, but not as rare as one might wish. Let me tell you an occurrence, "all of which I saw, and part of which I was."

A girl who had barely passed her 17th birthday went to take charge of a remote school. The very first evening the family with whom she boarded went to a festival in the village several miles away. She had to choose between going with them, before she had time to rest or even change her dress, or staying alone, with not another house in sight. Of course she went. At the festival she was introduced as "the new teacher", and stared at from a distance. Presently a grand march was announced. A man "all unshaven, unshorn" sidled up and asked her to be his partner! And her brother had told her she must be sociable. She looked around for the two girls with whom she had come. They were older than she, and knew the community. But they were watching, from a safe distance. It was very funny—to them. The girl and the stranger conversed after this fashion:

"I cum fer to march with you."

"Oh,—I thank you,—but—I'm—very tired, and I'm afraid—I wouldn't march well."

"That's all right. I don't march too good myself, so we'll make a team. Cum on." She could hear the girls titter.

"No, I think you must excuse me. I'm a stranger, and I'm not going into the games to-night."

"Aw, now, cum on. I've got it paid already, ten cents fer each. An' if you don't march with me I know nobody else will. Cum on!"

A gentleman who had lately come to the village saw the situation, and took a hand in it.

"I'm afraid you'll have to get another partner, Jim. Miss Henry has been chosen as one of the judges."

If the girl had marched in the cake walk with that creature, who had a wife and three children, her standing in the community would have been gone; she would have been a "failure" before she had ever entered the schoolroom. Yet it never occurred to those girls or their mother that they owed the stranger any protection or assistance.

I have told before, in these pages, of a conversation I heard in the office of a woman in charge of a teacher-training school. Mr. Brand came in and asked brusquely.

## The Causes of Failures.

"Have you a first-class teacher? I want one for the Mountain school."

"Yes," said Miss Southey, "I've got a first class teacher for your school. Have you a *first class school* for my teacher?" Then she told him what she thought of men who demanded the best, with little or no thought as to what the community owed the girl. She ended up with "When you want to do really rough automobilizing you use a Ford. I have no 'Fords' among my teachers."

When an employe in a large plant near my home falls below grade, the welfare worker looks round for the cause of his failure. Home conditions, general environment, outside work, trouble, relations with the foreman, are all looked into before the man himself is investigated, even his health.

The more thought I give to the matter the more I feel that a superintendent ought to give as much to his teachers as he asks them to give to the pupils. And in practically parallel ways, if a given teacher develops a high percentage of "failures" among her pupils, by driving them out of school, poor teaching, or whatever the cause, we feel that the real failure is not hard to locate. If, in a given system of schools a high percentage of teachers leave every year, or prove failures, the arrow seems to point in a definite direction.

A soldier said of the Red Cross workers, "When they once get hold of a fellow he *can't* die, they won't let him."

Every superintendent knows teachers who, once they get hold of a near-failure, turn him into a success. He *can't* fail—they won't let him. The same is true of superintendents and their teachers. A system of schools near my home is the Mecca for forward-looking teachers in a wide radius. And when they get there they stay.

The few who leave before their teaching days are over, nearly all do so because duty, in the form of aged parents, a sister's orphan children, or something similar makes it imperative. And every teacher working with that superintendent grows, just as every pupil working with some teachers grows; and for the same reason. This man selects his teachers with care (here he has the advantages of the teacher, who takes whatever pupils are assigned her); then he expects much of them, and by advice, encouragement, help in trouble whether in school or personal, sympathetic interest in their welfare, he helps them realize his expectations.

His system of schools is so large that he does not come in contact with his teachers often, even in group meetings, but his door, at school or at home, is never closed to the one who needs his help. When sorrow, or financial loss, or trouble in any form comes to a member of his professional family he is one of the first to learn of it and to offer assistance.

I have lately seen one of his teachers meet with a misfortune that was staggering. This man, and a brother superintendent, by their friendly advice, encouragement, and confidence saved the girl from what, under less sympathetic treatment, would have been a complete breakdown.

"Everything to help, nothing to hinder," was Colonel Parker's great motto.

## The Superintendent's Obligation.

Another parallel: A teacher has no right to pronounce a boy a failure until she has done *everything in her power* to help him attain success. Does not the superintendent owe a similar duty to his teacher? When a superintendent of a small system visits a teacher twice a year, is he justified, at the end of the year in sending her to the scrap heap, condemned? Who selected her for the position? If she wasn't fitted for it, who was guilty of the first mistake? If she was fitted, and has deteriorated, in work-

(Concluded on Page 135)



# Intelligence as a Factor in School Progress

I. N. Madsen, State Normal School, Lewiston, Idaho.

Since Dr. Ayres' study of "Laggards in our Schools" and Dr. Strayer's "Age Grade Census of Schools and Colleges" more than ten years ago, school administrators have been aware of the fact that pupils do not make progress at a uniform rate in school. The studies quoted above and many others that have been made since revealed a wide range of ages in any given grade. The causes most commonly given for retardation were: sickness, physical defects, irregular school attendance, poor home environment, difficulty with the English language, too rigid promotional schemes, lack of application, etc.

That these are factors in school progress, no one doubts. But that they are the important factors has been seriously questioned. In working with the Stanford-Binet tests, Terman and others were led to the conclusion that intelligence is the important factor in school progress. It is the purpose of this article to present further evidence of the importance of intelligence as a factor. Dr. Terman's evidence was based on results obtained through individual testing of pupils by the Stanford-Binet method.

The results here presented are based on group intelligence tests which make it possible to test larger groups. The test used in grades III to VIII inclusive was the Haggerty Intelligence Examination. This test was given during the years 1919-1921 in Idaho towns and cities ranging in size from 500 to 10,000 in population. The test used in the high schools was the Army Alpha test. This test was given in the spring of 1919 in the Madison, Wisconsin; the Rockford, Illinois; and the Sioux City, Iowa high schools, and in the fall of 1919 to the students of the Omaha high schools. The Haggerty test was also given to 173 ninth grade pupils in the Idaho schools which are included with the Army Alpha test in the following tables.

Table I shows the age-grade distribution for the schools tested. This table is presented to show the range in age in any given grade and to show the number of pupils on which the study is based. Incidentally, it may be noted that the range in ages in any grade is as wide as in the studies made ten and more years ago. The amount of acceleration is as low and the amount of retardation as high as in the Ayres and Strayer studies.

TABLE I.

SHOWING AGE-GRADE DISTRIBUTION OF PUPILS IN GRADES III TO XII.

Age	GRADE										Totals
	3	4	5	6	7	8	9	10	11	12	
7	10										10
8	242	48									291
9	151	323	59								534
10	79	303	331	55							768
11	27	164	323	260	36	5					815
12	15	75	173	286	196	42	8	1			796
13	1	19	85	193	242	221	195	7			933
14	1	16	33	83	162	222	791	127	8		1443
15			12	30	83	133	1126	589	117	9	2099
16	1		4	6	16	57	527	689	598	87	1925
17				2	2	10	163	332	523	490	1522
18							31	69	204	404	708
19							12	19	63	147	241
20							2	10	11	50	73
21									3	17	20
22										3	3

TABLE III. SHOWING DISTRIBUTION OF SCORES BY AGE IN THE HAGGERTY INTELLIGENCE EXAMINATION IN IDAHO TOWNS AND CITIES.

Score	AGE											
	7	8	9	10	11	12	13	14	15	16	17	
170-179						1	1					
160-169						3	2					
150-159						18	26	4	3	1		
140-149						33	68	28	13	2	2	
130-139						65	76	47	23	7	4	
120-129						89	95	76	41	25	2	
110-119						107	112	77	40	19	9	
100-109						106	93	88	46	25	6	
90-99						92	65	37	27	5	1	
80-89						74	48	32	18	1	1	
70-79						62	26	13	8	4	1	
60-69						35	16	11	3	1	1	
50-59						22	11	9	3	2		
40-49						6	2	2	1	1		
30-39						4	4	3	1	1		
20-29						5						
10-19												
0-9												
Totals	10	292	534	768	815	787	771	565	310	122	37	
Medians		35	56	69	79	90	102	105	102	107	108	
Standards		25	43	55	66	77	87	100	115			

Thus mere knowledge of this situation during the decade has not resulted in any improvement. It is probable that during these years, more attention has been given to the factors listed as causes of retardation than ever before. Certainly more schools have provided medical and dental treatment and school nurses. As regards the other factors, it is safe

TABLE II. SHOWING DISTRIBUTION OF SCORES IN THE HAGGERTY INTELLIGENCE EXAMINATION IN GRADES III TO IX IN IDAHO TOWNS AND CITIES.

Score	GRADE						
	III	IV	V	VI	VII	VIII	IX
170-179					2		
160-169					1		
150-159					6	11	1
140-149					20	47	18
130-139					52	93	45
120-129					61	86	125
110-119					86	131	131
100-109					154	143	118
90-99					122	128	75
80-89					151	161	90
70-79					184	127	47
60-69					167	87	25
50-59					123	39	4
40-49					89	12	1
30-39					97	46	4
20-29					104	41	15
10-19					78	9	7
0-9					32	3	2
Totals	527	950	1022	916	737	690	173
Medians	35	57	72	93	109	119	125
Standards	40	60	78	96	110	120	130

to assume some progress has been made in increasing regularity of attendance, home conditions, etc. Since the situation has not improved by attacking the above causes, it seems reasonable to conclude that they are not the most important factors in school progress.

Table II shows the distribution of scores in the Haggerty test by grades. The purpose of

this table is to show the range of scores in any given grade and the overlapping of one grade with another. It will be noted that the Idaho medians are very nearly the same as the Haggerty standards although they are a little lower in some grades. The Idaho results were obtained under more favorable conditions than such results are ordinarily obtained. All the tests were given by two persons, Prof. C. L. Harlan and the writer. The tests were scored under their immediate supervision. This procedure safeguards against errors in giving and scoring the tests which may be due to inexperienced examiners and scorers.

Table III presents the same facts by ages. Here, again, we have a wide range of scores in each age with resulting overlapping. It will be noted that the Idaho age medians are above the Haggerty standards except for age 15. The reason for this is probably due to the fact that a relatively small number of pupils in the third grade were tested in this state. Similarly a small proportion of pupils were tested in the ninth grade. Thus the pupils in the lower and upper age ranges are narrowly selected. The result is that the 8 and 9 year old pupils, for example are the relatively bright pupils from grades four and five and only a few from grade three. Similarly the upper age ranges do not include the bright pupils from high school in a sufficient number. Haggerty gives no standards for ages 16 and 17 so that the medians for these ages cannot be compared with standards.

Table IV shows the median scores of pupils as the Haggerty age norms and the Idaho age by age and grade in the Haggerty tests as well medians. The significant thing about this table is the fact that in any grade, the younger pupils have the highest scores. Thus in the third grade, the median score of the eight year olds is 36, of the nine year olds 34, of the ten year olds 32, etc. This, of course means that the young pupils in a grade are the brightest and agrees with the logic of the situation. Similarly we find that the median score of the twelve year old pupils in the third grade is 19, of the twelve year olds in the fourth grade 51, of the twelve year olds in the fifth grade 69, etc. This again agrees with the logic of the situation. It certainly requires more intelligence to attain the eighth grade at the age of twelve than the third grade.

Consequently it is logical that an eighth grade pupil of 12 should score much higher in an intelligence test than a 12 year old pupil in the third grade. The same facts are shown in Table V for high school Students. The scores in this table, it should be recalled, are Army Alpha scores, and cannot be compared directly with the Haggerty scores in the lower grades.



TABLE IV.

AGE										
Grade	8	9	10	11	12	13	14	15	16	Grade Standards
III	36	34	32	31	19					40
IV	56	61	59	52	51	52	48			60
V		78	78	74	69	68	58			78
VI			106	98	92	87	87	70		96
VII				115	111	107	100	97	88	110
VIII					124	121	111	106	110	120
IX						135	130	123	120	130
Idaho Medians	38	57	69	78	90	101	105	103	107	
Standards	25	43	55	66	77	87	100	115		
Totals	527	948	1022	916	737	690	2825	1843	1467	1207
Accelerated	10	48	61	56	36	47	173	135	125	96
At—Age	393	626	654	546	438	443	1917	1278	1061	894
Retarded	124	274	307	314	263	200	735	430	281	217
% Acceler.	2	5	6	6	5	7	6	7	8	8
% At—Age	75	66	63	60	60	65	68	69	72	74
% Retarded	23	29	31	34	35	28	26	25	20	18
										26
										MMM 12,182
										787
										8,259
										3,145

However, the same generalizations can be made.

In order to obtain direct comparisons between the Haggerty scores in Table IV. and the Army Alpha scores in Table V., these scores have been reduced to intelligence quotients in Table VI. For the Haggerty scores this has been done by dividing the median scores for each age and grade by the standard scores shown at the bottom of Table IV. Thus the median score for the eight year olds in the third grade is 36. This score divided by the Haggerty standard of 25 yields an IQ of 142. In the same grade, the nine year olds have a median score of 34. This divided by 43, yields an IQ of 79. In grades IV to IX inclusive, the Idaho medians were used as divisors instead of the Haggerty standards because, as stated before, the pupils in these grades are relatively highly selected by the inclusion of a small number of pupils from the third grade.

In the same manner the Army Alpha scores in Table V have been reduced to IQ's by dividing the median age-grade scores by the standard age scores for this test. The standard scores used here are those given by DeVoss in his manual adapting the Army Alpha tests for use in the public schools.

TABLE V. SHOWING MEDIAN SCORES IN ALPHA ARMY TEST BY AGE AND GRADE FOR HIGH SCHOOL PUPILS OF SIX HIGH SCHOOLS.

	AGE								
Grade	12	13	14	15	16	17	18	19	20
IX	125	106	102	97	90	87	68		
X		125	114	114	112	105	111	83	
XI			130	123	126	123	114	111	
XII					141	131	124	119	107
Standards	76	76	80	79	109	113	108	110	113

The use of IQ's as in Table VI shows in even a more striking manner the superiority in intelligence of the young pupils of a given grade over the older pupils in the same grade. While the IQ's obtained as described above may not be as reliable as the Standard-Binet IQ's, depending as they do, upon the validity of the standards from which they are computed, they serve to obtain a fair relative measure of the intelligence of pupils of different ages in the various grades. They show unmistakably that the young pupils in a class are brighter than the old pupils in the same class and that the young pupils of a given age who are advanced the furthest in school are the brightest pupils.

Putting it another way, progress in school depends upon intelligence and lack of progress is due to lack of sufficient intelligence for the kind of work the pupil is attempting. This fact is shown in another way in Table VII. This table shows the mental age of each age-grade group. Since the IQ is a ratio of mental development, we may obtain mental age by multiplying the chronological age by the IQ. Thus the IQ of the eight year olds in Grade III as shown in Table VI is 142. This multiplied by 8 gives a mental age of 11.4. Similarly the

mental age of the nine year olds in the third grade would be 9 multiplied by 79 giving a mental age of 7.1. In Table VII. we thus see the mental ages in the third grade range from 11.4 to 5.2 and in the fourth grade from 11.4 to 6.5. We see, also, that the pupils in any grade who are the youngest chronologically are the oldest mentally and conversely the pupils who are the oldest chronologically are the youngest mentally.

TABLE VI. SHOWING INTELLIGENCE QUOTIENTS FOR PUPILS BY AGE AND GRADE IN GRADES III TO XII.

AGE													
Grade	8	9	10	11	12	13	14	15	16	17	18	19	20
III	142	79	69	47	25								
IV	142	107	86	62	56	59	46						
V	142	107	86	63	56	59	46						
VI		119	105	95	77	67	55						
VII			154	125	101	86	83	68					
VIII				146	122	106	95	94	83				
IX					158	120	110	103	104				
X					164	140	128	125	83	77	63		
XI						164	142	145	102	93	103	74	
XII							162	156	114	110	106	100	
								200	129	116	115	109	95

This last generalization is only true, however, in Grades III to VII inclusive. In the five upper grades there seems to be necessary a certain mental age in each grade for a pupil to be

retained in the grade. For example in the eighth grade the mental age is 15 or 16. In the ninth grade the mental age is 18 or 19; in the tenth grade it is, with one exception, 16 to 21; in the eleventh grade it is 18 to 23; in the

TABLE VII. SHOWING THE MENTAL MENTAL AGE OF EACH AGE-GRADE GROUP FOR GRADES III TO XII.

Chronological Age													
Grade	8	9	10	11	12	13	14	15	16	17	18	19	20
III	11.4	7.1	6.0	5.2									
IV	11.4	9.6	8.6	6.8	6.7	9.5							
VF			15.4	13.8	12.1	11.2	10.8	19.2					
VII				16.1	14.6	13.8	13.3	14.1	13.3				
VIII					16.6	15.6	15.4	15.4	16.6				
IX					19.7	18.2	17.9	18.8	13.8	13.3			
X						21.3	20.0	21.8	16.3		18.5		
XI							22.7	23.4	18.4	18.4	19.1	19.0	
XII									20.6	19.7	20.7	20.7	19.0

twelfth grade it is 19 or 20. In other words mental maturity seems to be a sine qua non in the five upper grades.

Here we have, perhaps, the real reason for the rapid elimination from school that takes place in these grades. One can also generalize from Table VII by saying that pupils of a given age in different grades differ more than a year mentally. For example the thirteen year olds in grade IV have a mental age of 6.5; in grade V of 8.7; in grade VI of 11.2; in grade VII of

13.8; etc. The difference is at least two years. This would seem to mean that in order to receive special promotion, a pupil must have a mental age of at least two years more than the grade which fits his chronological age. And this in turn can be interpreted to mean, as Terman has done, that it really is the bright pupil who is held back or retarded.

This helps to explain why only six per cent of the 12,182 pupils shown in Table I are accelerated while 26 per cent of them are retarded. The regular machinery of the school provides only for progress at the rate of one grade per year so that a pupil must be exceptionally bright to win promotion at a faster rate.

When presented with such facts as the foregoing showing the importance of intelligence in making progress in school, many practical minded school men will say "Of what practical value is this knowledge to me, what can be done about it?" They desire a solution with the problem. What to do about it is indeed a knotty problem and requires for its solution the cooperation of school administrators, teachers, and research workers. However, as in medicine, diagnosis precedes prescription and treat-

ment. Yellow fever baffled all physicians until a certain mosquito had been identified as the carrier of that disease. Similarly physicians worked in the dark in handling the influenza epidemic because they did not know how it was caused.

When the pupils of a school system have been carefully tested and their intelligence is known there remains the very difficult task of classifying them in such a way that they will not be "square pegs in round holes". This problem will not be solved all at once or by one person but will be solved by all who are interested in cooperation.

No school is better than the teacher who conducts it.

Any man may be superintendent when

things are moving smoothly; when there is a storm, we can find out who is a real administrator.

Small educational objectives are the enemies of large school achievements.

"It is a wholesome sign" says the Philadelphia Ledger, "when parents and taxpayers interest themselves actively in matters connected with the conduct of the schools, even although it be as protestants and complainants."



# What's Wrong with Our School Boards?

By a School Board President.



A great hue and cry is being raised all over the country about conditions in our public schools. The leading magazines are printing article after article on the public school situation. Everyone seems to be trying to discover what's wrong with our public school system. One nationally known magazine in asking "What is wrong with our public schools?" asks "Is it Politics? Old fashioned methods? Public indifference? Don't we pay our school teachers enough? Have we too many fads and frills? Aren't our school teachers properly trained? Are they allowed enough initiative? Or are they tied up with too much red tape?" Now that is an imposing array of questions asking what's wrong with our schools but there is one question that was left out and that one is, "Is it our school boards?"

In a great deal of this discussion as to what ails the public school system there is no mention made of one very important factor in the situation and that is, the School Board. In this article I am going to get down to hard facts and say what I have learned about school boards and possibly when we see what's wrong with our school boards we may be able to get a clearer idea of what is wrong with our public school system.

I was elected president of a school board a few years ago during a popular uprising in my community against a political "ring" which was using every possible means of furthering the political aspirations of the members of the "ring". The president of the school board was using his position in school affairs to help him gain his political ends. In the hiring of teachers he was playing petty politics, in fact, every move he made as a school official was made with the thought in mind as to how that move could be made to benefit politically the man who made it. Personally I had never had any experience in school affairs. In fact, I had been so busy since leaving school that I had hardly been inside of a schoolhouse. The reason I was elected was because I was an independent and not hooked up with any political organization.

## What He Learned After Election.

After my election I made up my mind to find out all I could about the job which the people had given me to fill. I made a study of school laws and tried in every way to get acquainted with the position I had been elected to. The man I supplanted was a lawyer and I found that in every question of school law the board had been in the habit of leaving everything to him. In order that the entire board might become familiar with the school laws under which we operate, I got a copy of the State school law for every member of the board. Some of the members have read those books and some I am afraid have not.

I soon found that the School Board of which I had been elected President had been a one-man board. The members had deferred to the President because he was a lawyer and a rather dignified sort of personage and the result had been that one man had run that board. In the hiring of teachers the superintendent had been given no voice in the matter, his assistants

having been selected for him by the president.

When the president found a teacher that suited him he brought that teacher before the board for them to pass on, but the Board had no choice, as the selection had already been made by the President. When they hired a superintendent the president would pick out two or three and then call in the Board to make a selection and he would guide that selection to the one that suited him best. He repeatedly told the board that desirable superintendents were hard to secure and that was why they did not have more applicants, yet when we hired a new superintendent shortly after my election we had over fifty applicants and had seven or eight of the most desirable ones come before the board for selection of the man we wanted.

That school board had for years been dominated by one man. The point I want to make from these statements is simply that the members of the school board were willing to take the line of least resistance and not "be on the job" but leave all the detail to one man. And that man was willing to do it all because by so doing he could further his own selfish ends.

My first action as a school board president was to make every member express his opinions on every subject, and to make each one do his share of the work to be done. Those members began to wake up to what a school board member's job really was. Now we have got as fine a crowd of team workers as one could wish to find. They are all "on the job," taking an active interest in things and knowing their responsibility for what is done. I felt amply repaid for all the effort it took to get them working together when one member who had bitterly opposed my election made a statement in public that he had learned more about school work in the first six months that I was a member of the board than he had learned in the five years he had been on the board with the former president.

## The Bane of Public Indifference.

But even yet I can't get those board members of mine to take the interest that they should take. Out of the seven of us only two have ever visited the schools and taken any interest in the school work, and some of the members wouldn't know some of our teachers if they met them on the street—for our Board doesn't hire the teachers any more. We hire the superintendent and we hold him responsible for the teaching force.

Public indifference is one thing that is hurting the public school. School Board indifference is another thing that is poisoning our school system. The two are pretty closely allied, one leads to another and they both lead to inefficient schools. An indifferent public is very likely to elect an indifferent school board and if that board doesn't get over its indifference after it gets into office the schools are bound to suffer. As one school board president remarked to me one day, "The school is the last thing the people think of. We spend more money in our schools than our respective municipalities spend, yet the people will fight about the kind of men they elect to other public

offices and not pay much attention to who runs for the school boards." And there was a great deal of truth in that statement. Very frequently a good school board member will be defeated and some one elected to fill his place by the irate taxpayers who want to see a school run as cheaply as possible and care nothing about how good a school it may be.

It seems to me that a great deal of the public indifference to our schools can be remedied by our school boards if we will only try to remedy it. But before we can remedy the indifference of the public we have to remedy our own indifference and see to it that we ourselves have the right attitude toward our school system. We want to look in the glass and see ourselves right before we can expect to go out and make any impression on an indifferent public.

Are we school board members doing what we should do for the best interests of our schools? Do we realize ourselves the great importance of good schools? Are we ready to sacrifice some of our own personal ambitions for the good of the future citizens of this country whose future we are moulding today in our public schools.

Are we ready to lay aside our own petty jealousies, animosities and petty political ambitions and come out in the open "four square and true" for good schools and decent educational conditions. If we are willing to do those things we have an opportunity to help break up the fog of public indifference which is always hovering over our public schools. But on the other hand, if we are afraid to fight the good fight for better schools and better educational conditions, we cannot expect a great deal from an indifferent public whose representatives we are as school officials.

## The President a Meddler.

A school board member went to the landlady at a teachers' boarding house and told her to charge the teachers a good price for board because they were all getting good salaries. That board member was in the grocery business. He was using his official position to try to drum up trade. A school teacher was forced to change boarding places because of illness in the family where she boarded. She liked the new place better than the first but when the folks at the first place recovered, the president of the school board tried to force her to go back to her first boarding place. She failed to appear at school one morning and never came back. The school board president's interference cost the school an able teacher.

Conditions in a certain school became so bad that a new building was imperative, yet the school board was afraid if they asked the taxpayers for a new building that they themselves would be defeated when they came up for reelection, so in a round-about manner they got the Commercial Club of the town to foster the boom for a new school and in that way they escaped incurring the animosity of the public themselves. Their desire for a small public office was greater than their desire to come out in the open for the good of the children of the community.



### Playing to the Galleries.

A school district got into some legal difficulty and incurred heavy legal expenses. The board was afraid if they let the public know how much the litigation had cost they would be defeated yet the expense was honestly incurred in the transaction of the business of the district. How often do we see school board members using their influence to get a certain teacher a position regardless of that teacher's record, and how often do we see members using their influence to get certain pupils promoted regardless of the pupils having the required credits themselves.

Are we school board members honestly working for the best interests of better schools or are we "playing to the galleries" by doing favors to our friends and trying to further our own little petty political ambitions? Are we working for the best interests of the children or are we looking ahead and working for our own interests when election day comes around?

Are all of our public actions governed by the desire to do what is really best for the school or by the desire to do what will make the best impression on the minds of the voters when we come up for reelection? Do we think over school affairs and school problems all the time or do we merely give those things our attention for an hour or two each month when we gather around the directors' table? It seems to me that we school board members have a mighty responsibility. To us is intrusted the welfare of the American public school and a great deal of the future of that school depends upon us and upon our actions.

If the general public is indifferent to our school system, isn't it partly our fault? Are we doing all that we can do to remedy the indifference in our own ranks or are we satisfied to be elected and then go along following the lines of least resistance and let the indifferent public sleep peacefully on, just so long as they don't bother us?

Educational conditions are changing at this time just as conditions in every other line of activity are changing. We have to be awake to meet those changing conditions and it is up

to us to try to help educate the more or less indifferent public as to these changes that are taking place in our public school life.

Modern conditions impose greater responsibility up all lines of activity. The individual today must be better prepared to meet the changing conditions than he had to be a few years ago. To see that the individual is better prepared for life's battles is the duty of our public schools.

### The Spotlight of Inquiry.

To see that the public schools are better prepared to prepare the individual is our duty, the duty of every public school official, and as we as representatives of the people are first to come in contact with changing educational conditions, it is our duty to do all we can to educate the general public to the conditions which we face and then work with that public to secure better and more adequate schools for the proper preparation of the school children of today upon whom depends our American citizenship and American civilization of the future. And before we can help to educate an indifferent public to an appreciation of school problems, we must educate ourselves.

We school boards must take off our coats and get into action. We must eliminate indifference in our own ranks. We must abolish selfish motives and petty political ambitions, if we are to serve our public school system as we should serve it. If the public school system of this country is to be what it should be, we school boards have to discard some of our antiquated methods and actions of the past and come out cleanly and whole heartedly in the fight for better schools.

Public indifference is one of the greatest obstacles to overcome in the fight for better schools, but closely linked with public indifference, we will often find school board indifference, and while we are asking the question, "What is wrong with our public schools?" let's turn the spotlight of inquiry upon ourselves and see if there isn't room for improvement in all of us and ask ourselves the question, "What's wrong with our school boards?"

which was used as a combination fire house and town hall,—there was a knot hole.

Nobody knew of this knot hole except some of us boys yet in our tender years. It was at the rear of the building a little above the level of the foundation where the sheet iron had rusted away. It gave a good view of the interior for the lath and plaster on the inside had been removed by some inebriate kicker during a fall election.

It used to be great pastime for us to hide there in the long grass and take turns watching through the knot hole. The program within might be only the count of a town election when men of divers stamp and figure sat at a long table calling out their returns in dull monotone. But to us it was an unfolding panorama of life, of history in the making, rendered all the more alluring because we knew that the curfew had rung and we were supposed to be home and in bed.

One summer the old town hall was the scene of a divorce case which developed startling phases, involving as it did some of the better element of our population. Local sentiment rightly condemned the whole proceeding. None of the women of the village would attend the trial and even such men as ventured to go, did so with a furtive air.

It was discovered that all the boys from 10 to 15 knew every move of the drama. They could recite the startling questions propounded by callous lawyers and the equally startling replies. They could tell when the woman of the case broke down and wept and the color of the handkerchief she held to her eye. They knew everything, thanks to their instructive knot hole.

Women would stay up waiting for us to come home, and after censuring us for knowing or even thinking about the wretched affair, they would question us minutely on the events of the evening.

One evening we came home with the sensational news that Attorney Brown had kissed the woman of the case. It was late, so our story ran, after the judge, the jury and the crowd had gone. Only the lawyer and his client remained. The two had conversed for a long time and finally the lawyer leaned over and kissed her.

The story gained rapid headway for there was hardly a home in the town that did not have its youthful informant. It made no difference that only one of our number had witnessed the scene, that he was an unreliable mischief maker, and that he had had the use of only one eye as is always the way when one looks through a knot hole. This was our version and we clung to it tenaciously.

Lawyer Brown denied the story vehemently. He had leaned over to whisper something into her ear, he admitted. But kiss her! Never! The woman of the case declared that it was malicious scandal aimed to drive her into the gutter. But public sentiment scoffed at the explanation. The boys were not old enough to lie for scandal's sake, and anyway, why would a woman remain in a deserted court room, even if the lights were turned on and the windows were uncurtained?

That was years ago. Lawyer Brown is dead. His ambition to become district judge will never be realized. Some of us who propelled that kissing yarn into the public ear have had our try at public service. And as I grow older I often feel that a large fraction of our population are addicted to one-eyed evidence; that they like to view one's professional conduct through a knot hole, as it were.

(Continued on Page 136)

## Small Town Essays

Fred J. Ward, Ismay, Montana.

### On Soft Answers.

One time there was a teacher who slapped a boy. The mother came to learn the cause.

"I was feeling a bit out of sorts that morning", was the surprising answer the teacher gave. "I was feeling a bit out of sorts. The children were more noisy than usual and since your boy happened to be closer to me than any of the others I slapped him before I thought."

The injustice of it! The mother went home in high dudgeon and ever since that time she worked consistently against the teacher. All because the woman did not understand the professional need of soft answers. Whenever an irate patron demands an explanation a teacher should answer as follows:

"It is true that, on this particular morning I was compelled to correct your child. They all seemed to have an unruly streak that day and your boy was a bit noisier than the others."

"Every instructor is forced to take measures on occasions like this,—measures which he does not enjoy any more than the pupil. He may like the child ever so much; he may have ever so high an opinion of his parents and his home training, but the school must be kept orderly at any cost."

"There is nothing bad about your boy. There is good stuff in him and I have great hopes for his future. Just a little boisterous, that's all. Have to hold him down a bit now and then.

I never aim to hurt him seriously. Chances are, he has almost forgotten that little pat I gave him by this time."

There are three rules for giving soft answers. Never for a moment admit that you were in the wrong. Always speak in a soft, confidential tone and by all means do not forget to tell the parent that his child has good stuff in him.

If you follow these directions religiously you will get out of tighter places than the one this teacher got into when her coffee was bad and her breakfast went wrong.

### On Order.

I visited a school once which had the most unruly body of students I ever saw. The children scuffled in the corridors. They yelled at one another in the assembly room. When the gong struck at the end of intermissions someone had to hammer on the desk to make the students come to order. The racket at times was deafening.

But the noisiest event of the day took place at the close of the noon hour. It was the superintendent talking to five or six of the bigger boys trying to make them keep still.

### On Knot Holes.

Back in a little town in Wisconsin, the place of my origin, there used to be a big square building covered with sheet iron painted to resemble brick. And at the rear of this building,



# Artificial Lighting System in the Schools

H. T. Spaulding and R. A. Palmer, Lighting Engineers, Nela Park, Ohio

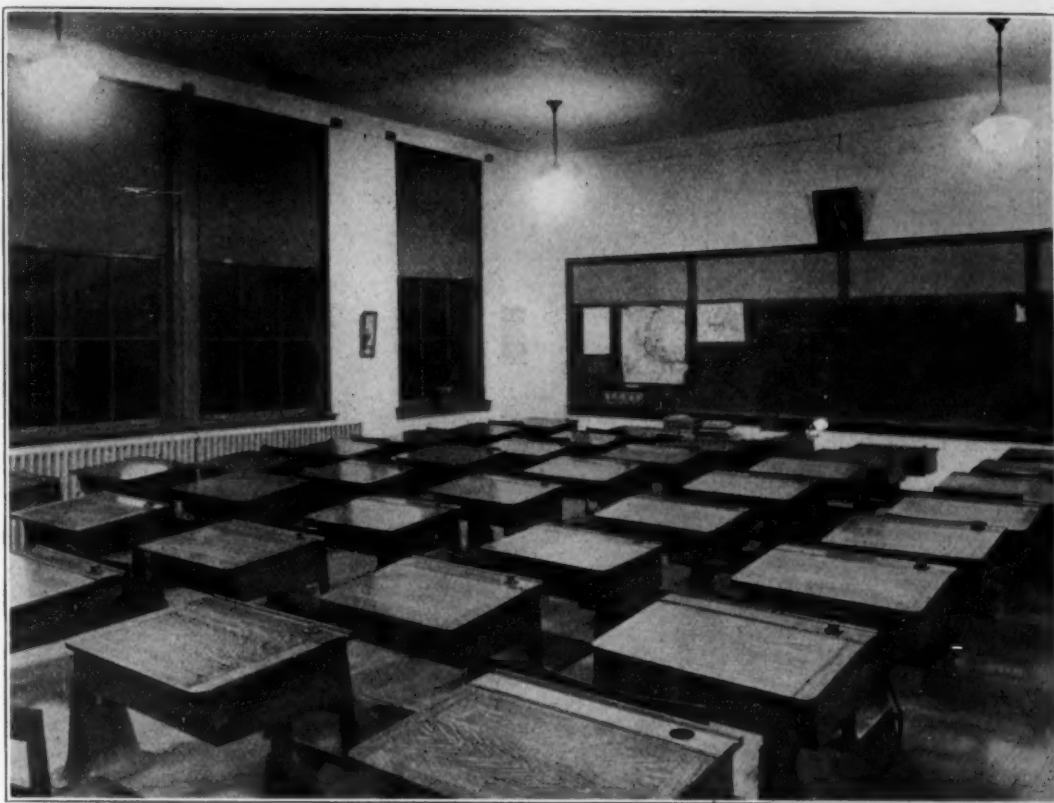
Artificial lighting in the schools has not, in the past, been considered a matter of prime importance. However, in the brief period of two or three years, our knowledge of what good lighting will do and of how seriously we are handicapped by poor lighting has increased so greatly that it is necessary for us completely to reform our opinions as to what constitutes proper lighting practice in every field. We must first analyze the purpose of the lighting—ask ourselves what we want the lighting to accomplish—and then consider on the basis of our greater knowledge of what lighting can be made to do, how the purpose may best be served.

## Necessity for Good Lighting in the Schools.

School hours extend through a period of the day when daylight is at its best and the general opinion has been that really good artificial illumination is unnecessary. However, there are cloudy days during the school year when daylight is not sufficient for comfort to the eyes while studying, and in the winter, during the early morning and later afternoon, artificial light is needed to supplement the inadequate daylight. The increasing use of school buildings for evening community gatherings and night schools, is alone sufficient to require a lighting system which will measure up to modern standards.

In the past few years the industries have come to appreciate the value of high levels of illumination as a factor in increasing production. While the better lighting system involves a greater cost both in equipment and operation, the total amount averages only a small fraction of the payroll and the results, as shown by experience, far outweigh the additional cost. Proper lighting in the schools is of even greater importance than in industry since it involves the eyesight, health, and progress of the child.

In a report issued by the American City Bureau, the average cost per year to teach a child, based upon statistics of educational costs from 429 cities of over 8000 population is given as \$57.00. At an additional maximum cost of \$1.50 per year per pupil, good lighting can be



GOOD LIGHTING IN THIS SCHOOLROOM IS PROVIDED BY THE USE OF TOTALLY ENCLOSING UNITS.

provided. This expenditure includes maintenance and interest on the investment,—surely a small investment to remedy conditions which, if uncorrected, would in future years result in serious economic loss both to the individual and to the commonwealth.

## Inadequate Lighting and Defective Vision.

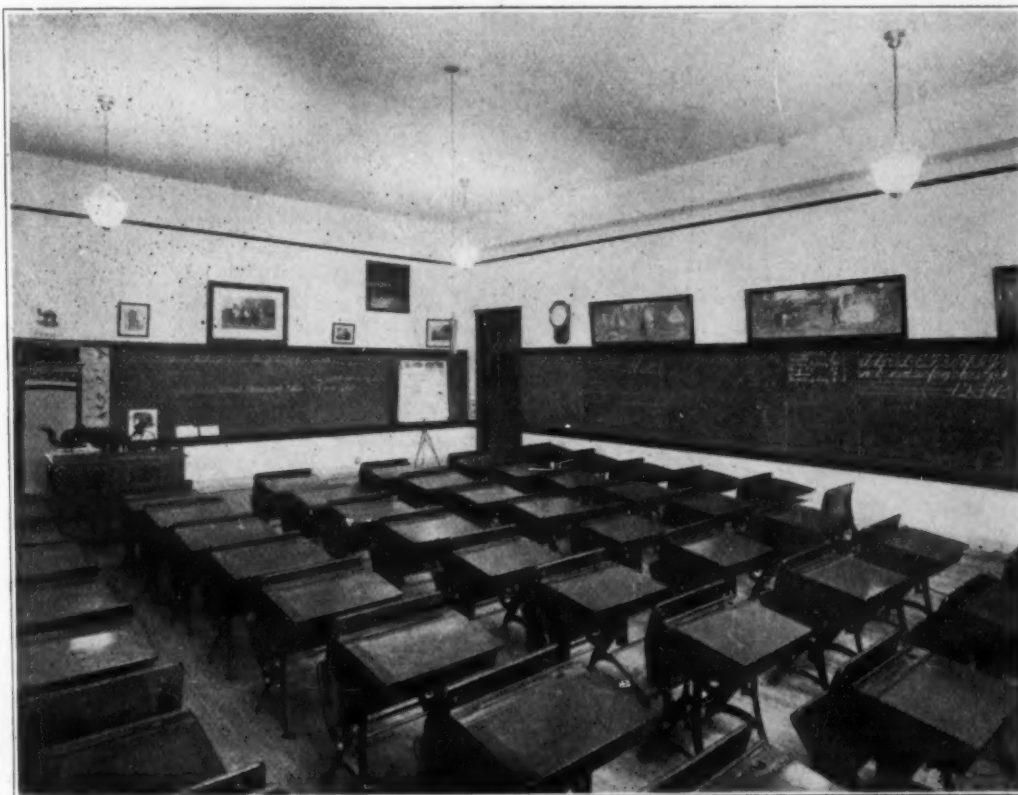
There is perhaps no one thing so contributing to eye defects as bad lighting. The shortage of school buildings in the past few years has resulted in the utilization of makeshift buildings for classroom purposes that are inadequately lighted. Since school children are in the formative periods of their lives and their

eyes are strongly susceptible to misuse, the danger of poor lighting in the schoolroom where so much of the work is mainly visual, is apparent. Eye-strain resulting from insufficient light may result in permanent injury to the eye. Headaches and nervousness that may lead to an undermining of the health are often blamed on other causes when they perhaps are actually a result of eye-strain due to inadequate lighting. Pupils so afflicted naturally become backward in their work and are accused of being stupid when the trouble actually lies in our own neglect to provide proper study conditions.

While all visual defects are not due to inadequate lighting, it is imperative that good illumination be supplied to all subnormal eyes. A normal eye may be able to distinguish detail with considerable speed and accuracy in a poorly lighted room. As the level of illumination is increased, the speed and accuracy also increase. A subnormal eye will not be as sensitive under a low level of illumination as a normal eye but as the amount of light is increased, its functional power increases far more rapidly than that of the normal eye.

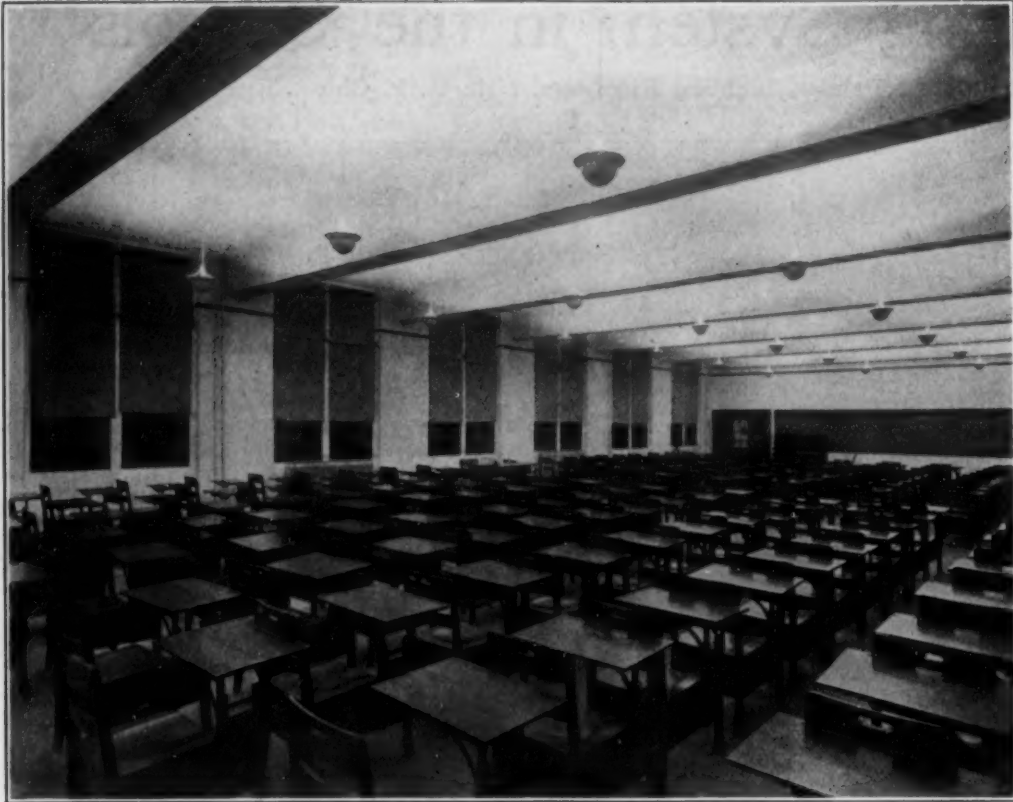
The prevalence of defective vision as shown by vision tests in the industries and schools is surprising. The Committee on Elimination of Waste in Industry of the American Engineering Council reports that among 10,000 employees in factories and commercial houses, 53 per cent were found to have faulty vision. Eye trouble was the cause of 21.7 per cent of the rejections in the National Army. It is reasonable to believe that some of these defects were acquired during school age when the eyes were immature. Investigations among school children have shown that the number of short-sighted pupils, as well as the degree of short-sightedness increases from class to class and the U. S. Public Health Service reports that approximately 30 per cent of all school children have some more or less serious visual defect.

It is obvious then that there is a most urgent need for proper lighting conditions in our



A WELL LIGHTED SCHOOLROOM USING SEMI-INDIRECT LIGHTING SYSTEM.





AN EXAMPLE OF GOOD INDIRECT LIGHTING.

schools, in order that the children with defective vision may be able to derive the most from their studies without endangering their subnormal eyes, and that those with normal eyesight may be protected from possible injury.

#### Glare—A Source of Danger.

Constant research has given us a highly efficient lamp. However, high efficiency lamps alone do not produce adequate lighting for unless the light generated by the lamp is properly diffused, the excessive brightness will become a source of danger to vision. We shade our eyes with the hand on a bright sunny day in order that the glare of the sun will not interfere with our vision. A room lighted with bare lamps produces the same effect and we instinctively desire to shade our eyes from the blinding effect. The presence of glare indicates a defect in the lighting system for instead of being an aid to vision, it is an interference which invariably leads to eye strain and perhaps permanent injury to the eye.

Glare is always present wherever a bright light source is seen in contrast with dark surrounding. The brightness contrast, and hence the glare, can be considerably reduced by providing light backgrounds such as light walls and ceilings and by enclosing the light sources in diffusing glassware which reduces the intrinsic brilliancy of the source. When a light is suddenly turned on in a dark room, considerable discomfort is experienced by the eye until it has adapted itself to the brightness of the surroundings.

The same discomfort will be noticed if one looks directly at the filament of a lighted lamp for a short period. A blinding effect is produced and, after looking away from the lamp, a considerable time elapses before the eye is able to discern detail clearly. The glare from unscreened lamps in the schoolroom is a menace to the vision of the student and a direct cause of eye fatigue.

A form of glare that is perhaps more harmful than direct glare because of its insidious nature is reflected glare, or specular reflection. A common example of such glare is the reflection of light sources received from blackboards. Varnished desk tops and glazed walls are also offenders and should be finished with a mat sur-

face. Glossy finished paper in study books produces specular reflection which tires the eyes of the pupil and makes concentration very difficult.

The man in a private office can arrange his desk so that the specularly reflected light travels away from instead of into his eyes, but in the schoolroom where there are many desks in fixed positions, it is necessary to choose lighting equipment which diffuses the downward light and thus prevents serious specular reflection irrespective of the relative position of the desks and light sources.

#### Systems of Lighting.

The bright light sources as produced by the high power lamps compel the use of reflecting and diffusing equipment in order to meet the

requirements of effective and efficient illumination. In the selection of a lighting system, consideration should be given to the characteristics of the unit in regard to the prevention of direct and reflected glare and sharp shadows.

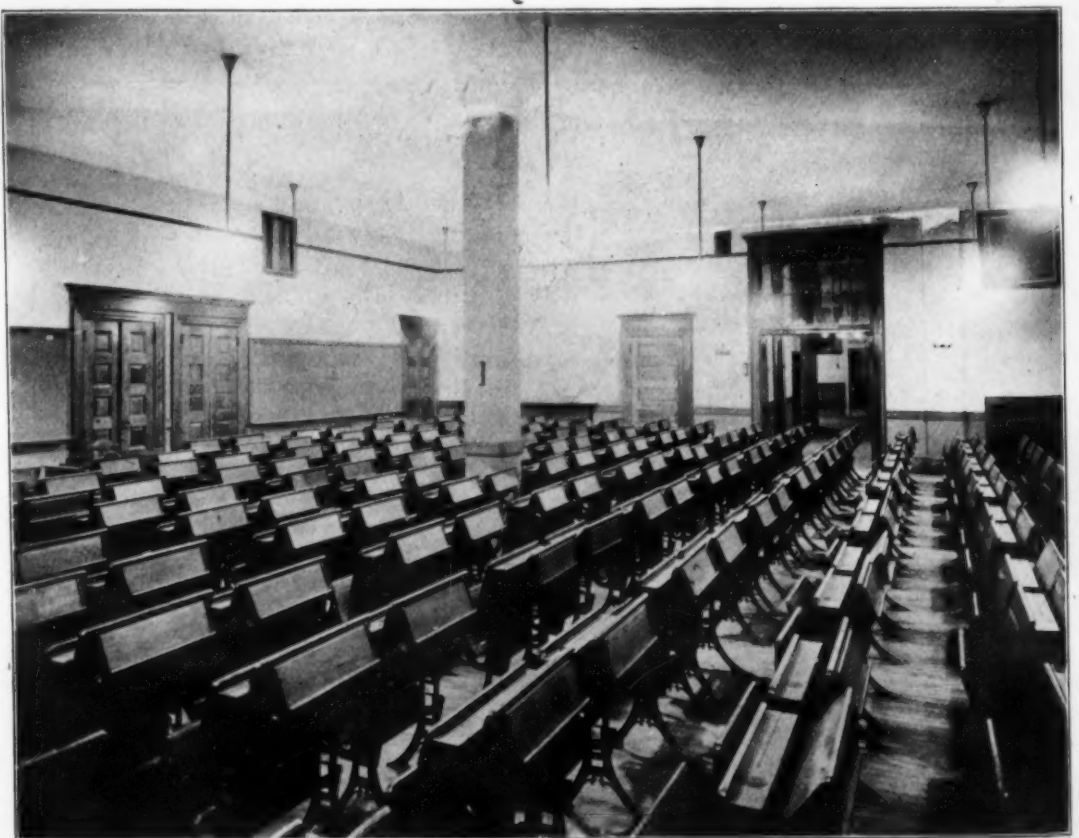
The distribution of light should be such that sufficient light will reach the walls and ceilings to reduce contrasts in brilliancy about the room. The cost may be a limiting factor in the selection of reflecting equipment but it should not be dominant over the considerations mentioned above. The system should be of good appearance; usually those units free from elaborate decorations will harmonize more closely with the decorative features of the average schoolroom.

The ease and cost of maintenance is also of importance for it is upon this item that the future efficiency of the system will depend. The accompanying table illustrates the various types of units desirable for school lighting, together with a rating in accordance with the fundamental requirements.

The RIM dome reflector which is established as the standard reflector for industrial lighting, can be used to good advantage in the manual training rooms where the character of the work approaches that of industrial plants.

A direct lighting system is one in which most of the light reaches the working plane directly from the unit. Totally enclosing units, semi-enclosing units, and open reflectors are the three types of direct-lighting equipment. Totally enclosing equipment consists of diffusing glass, or of glass and metal, which entirely encloses the light source.

In some equipment the top part is of heavy density glass with a clear glass section supporting a diffusing bowl. So-called semi-enclosing units consist of a top reflector from which a diffusing bowl is supported. In this unit, light comes both from the bowl and from the upper reflector. Small open reflectors with clear lamps, of the type that have been used extensively in older school installations do not diffuse the light satisfactorily and difficulty is usually experienced from direct glare and specular reflections as well as from sharp shadows. While



AN EXAMPLE OF BAD LIGHTING. THE LIGHTING UNITS ARE HUNG TOO LOW AND NOT ADEQUATELY SHADED. ANNOYING GLARE IS REFLECTED FROM THE DESKS AND WOODWORK.

the use of bowl enameled lamps will remedy these difficulties considerably, the semi-enclosed, and totally enclosed units have been found to be much more satisfactory.

The indirect system employs opaque bowls open at the top directing all of the light to the ceiling from which it is diffused throughout the room. This system provides the maximum light diffusion. The ceiling acts as the source of light eliminating the possibility of glare from the unit itself and the large area of the light source reduces shadows to a minimum.

The principal disadvantage of this system is the high depreciation in service. The inverted bowls are excellent dust collectors and after a short time sufficient dust accumulates so that the efficiency of the unit is considerably decreased.

Semi-indirect lighting is accomplished by translucent glass bowls that direct a large portion of the light to the ceiling but transmit some light downward as well. Bowls made up of dense opal glass reduce the brightness of the unit and diffuse the light so that the shadows are soft and luminous. As in the case of indirect lighting units, the depreciation in service is high. Enclosed semi-indirect units which overcome this disadvantage and yet retain all of the desirable qualities of diffusion and freedom from glare are especially favored among lighting authorities for schoolroom lighting.

#### Casting Shadows.

Objects are visualized by distinguishing differences in light, shade, and color. If a surface were illuminated by a light source so well diffused that shadows were eliminated, it would be difficult to determine whether the surface was round, flat, or of irregular contour.

On the other hand, deep, dark shadows are extremely annoying. The size, location, and number of the light sources determine the character of the shadows. A small light source or



A SCHOOL AUDITORIUM ILLUMINATED BY A TOTALLY INDIRECT LIGHTING.

a large source at a great distance causes harsh, sharp shadows. The desirability of eliminating such shadows in the schoolroom is evident for they would prove decidedly troublesome to the pupil who would be obliged to write in the annoying shadows cast by the pencil and hand.

Where light sources are large and where they are present in sufficient numbers to pro-

vide light from several directions, the shadows will be soft and luminous. Totally indirect lighting units reduce the density of shadows to a minimum, for the whole ceiling is the source of light. However, in the opinion of many, the amount of shadow produced by good designs of semi-indirect and semi-enclosing units is desirable.









#### Levels of Illumination for the Schoolroom.

There are no fixed standards which decree the minimum amount of light necessary for the various classes of work. However, with the development of the high efficiency lamps making possible a higher level of illumination at a comparatively low cost, with bright, cheerful surroundings that stimulate and are an incentive to order and neatness, there have been established standards which can be recommended as desirable levels of illumination for specific purposes.

The following illumination levels are recommended for schools:

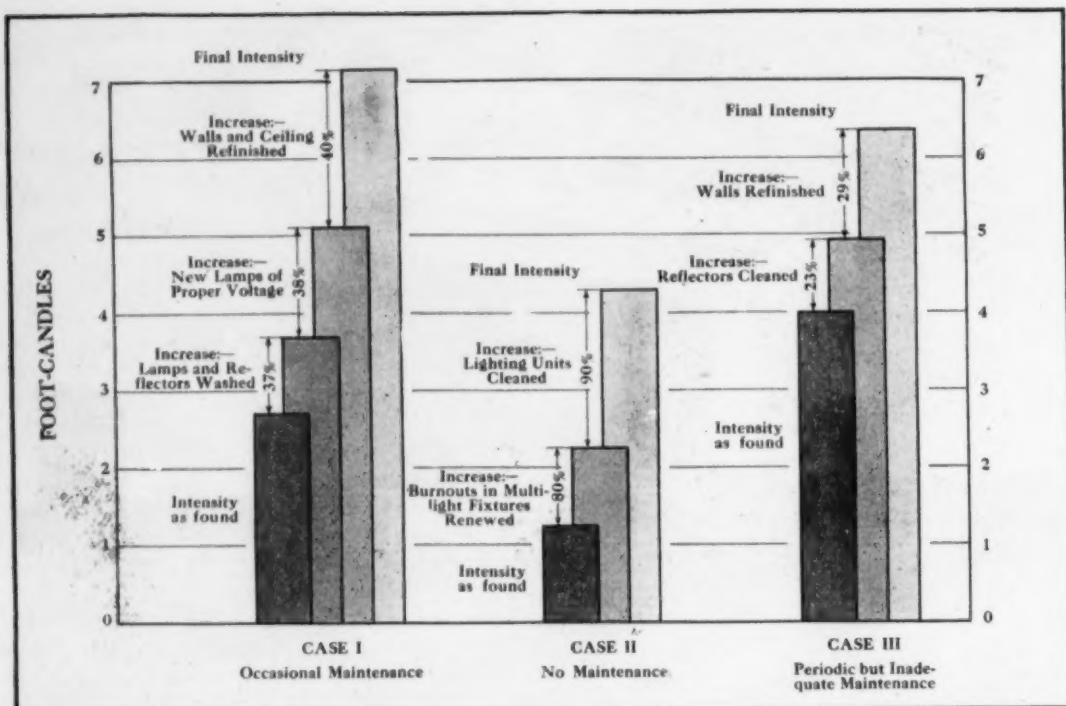
Assembly Room	4 to 6 foot-candles
Classrooms	8 to 10 " "
Corridors	2 to 4 " "
Cloak Rooms	2 to 4 " "
Drawing Rooms	12 to 16 " "
Sewing Rooms	12 to 16 " "
Laboratories	10 to 12 " "
Manual Training Rooms	10 to 12 " "
Office	8 to 10 " "
Study Rooms	8 to 10 " "
Auditorium	4 to 6 " "
Gymnasium	4 to 6 " "

Artificial light is frequently called upon, particularly during the latter periods of the day in winter, to reinforce the natural lighting received from the windows. A high level of illumination is necessary to be of real value in this case. However, the mixture of ordinary artificial light and daylight is often considered undesirable and hence it is more or less common practice to draw the window shades and use artificial light exclusively when daylight becomes ineffective. Where the so-called "day-light" lamps are used, the artificial light blends with the natural light and allows full advantage to be taken of the failing daylight. The special blue-green bulb employed in daylight lamps filters out the excess "warm" rays and transmits light of average daylight color quality.

TYPE OF UNIT		DESIRABILITY FROM THE STANDPOINT OF			
		GLARE	SHADOWS	MAINTENANCE	APPEARANCE
DIRECT	OPEN REFLECTOR DENSE OPAL With Clear Lamp  With Bowl Enamelled Lamp	B	C	A	B
	TOTALLY ENCLOSING 	B	B	B	A
	SEMI-ENCLOSING 	B	B	B	A
	SEMI-INDIRECT 	A	A	B	A
SEMI-INDIRECT		A	B	C	A
	DENSE OPAL 	A	A	C	A
	INDIRECT 	A	A	C	B
BLINDOME		Standard Reflector Manufacturers Dome Standard Reflector for Industrial Lighting Admirably Adapted for Use in Manual Training Rooms			
		A-Excellent B-Good C-Fair			

EFFECT OF THE USE OF VARIOUS TYPES OF SHADES AND REFLECTORS.





THE EFFECT OF MAINTENANCE ON THE EFFICIENCY OF A LIGHTING SYSTEM.

**Location of Light Sources.**

In older school lighting installations, the least number of units possible were installed with little thought of providing an equal amount of light upon each desk in the room. A moment's reflection will show that for uniformity in illumination at the work, a definite relation must exist between the distance between units and their height above the work. In general, the spacing of the units should not

be more than  $1\frac{1}{2}$  times the distance that the units are mounted above the working plane. Where the spacing is greater, uniformity will be sacrificed and light will not be received at the work from a sufficient number of directions to prevent annoying shadows. Closer spacing than absolutely necessary will, on the other hand, preserve the uniformity and increase the effectiveness of the illumination.



## Common Mistakes of Inexperienced Superintendents

Alexander W. Miller, Superintendent of Schools, Scotia, N. Y.



Blunders of superintendents during their first year of service can, as I have gathered from experience and observation, be divided roughly into four groups of sins of commission and omission,—(1) with the board, (2) with the faculty, (3) with the public, and (4) with himself.

**Sins With the Board.**

With the money available in a small town, the board of education usually decides to elect a young man of reasonable training, apparently progressive ideas, a few years of teaching experience and little, if any, experience in supervision and administration. To begin with, the majority of the board puts implicit faith in its choice, and often expects results in one year which ought to take five, and the same skill and tact for \$2000 as would be possessed by a man of twice the age and salary. This is a commendable feature because it sets a high standard for the new superintendent and prevents him from becoming satisfied with mediocre achievements.

The new superintendent often is too theoretical; he takes quite seriously and literally the pedagogical courses and books which declare that the board's duties are legislative and his are executive; that his word should be final in matters educational; that the board is composed of laymen who should look to him as an educational expert.

With these fundamental principles as a working basis he launches forth, and is greatly disturbed when he finds his board members spending more time in auditing a bill for \$2.00 than they do in devising ways and means of supplying a seat for each child in school; when he finds them offering snap judgment based on prejudice on educational matters with which he has been familiar for some years; when he finds them more desirous of placing friends and relatives on the teaching staff than those he has recommended.

The superintendent, in his inexperience, pictures the school system as facing ruin, and himself a clerk in the debris. But he should remember that in a democracy the power is with the people, and that they are slow to delegate responsibility; that it was only yesterday that the former board of trustees managed all the school affairs outside the actual teaching.

In a small school system there are still many traces of the old regime. The trustee still wants to hire the teacher, to manage the janitor, to order supplies, to paint the fence, to move the desks, and to investigate disciplinary troubles between the teacher and pupil. Moreover the public, especially the older inhabitants, expects the trustee to assume these obligations and, occasionally, to grant favors on the basis of friendship.

**The Size of Lamps.**

Only a certain proportion of the light generated by the lamp reaches the plane of work, for a part of the light is absorbed by the reflecting equipment, walls and ceiling. Since some of the light is distributed to the walls and ceiling and then re-directed to the plane of work, the proportions of the room must be considered in the design of the lighting system. To obtain the highest efficiency the walls and ceilings should be finished in light tints of buff, yellow, or olive green, for these colors will reflect a maximum amount of light. In properly designed reflecting equipment, due consideration has been given to efficiency so that the utilization of light may be the greatest; however, a lamp should be used that is large enough to allow for the loss of light in absorption and reflection and yet maintain the desired level of illumination.

**Maintenance.**

A lighting system cannot give satisfaction without systematic maintenance. Dirt and dust on reflectors and on walls and ceilings cause a loss of 15 to 40 per cent of the light. An accumulation of dust so slight as to be scarcely noticeable may reduce the illumination reaching the work 20 to 30 per cent. For this reason a lighting installation which gives the desired level of illumination when new, will soon prove inadequate if attention is not given to cleaning. Lamps that have become blackened in service through abnormally long life are an additional cause of depreciation; their continued use is false economy.

Burned out lamps in indirect and semi-indirect multi-light fixtures are sometimes not discovered and both uniformity and quantity of

(Continued on Page 139)

The superintendent must adjust himself to this situation, and showing himself trustworthy and his attitude peaceful he will, in due course of time, be able to develop between him and the board mutual confidence and respect, whereby he will be able to lead in matters educational at least, without giving offense.

The second pitfall for the inexperienced superintendent is that of too much faith in the merit system. Boards in small towns sometimes interfere so much with the selection of teachers that the public becomes exasperated with the poor instruction and the high handed methods of the faculty; whereupon a progressive board is elected to "clean house."

The new superintendent is delighted to start work in such a community, if the board surrenders to him these educational matters of his position, and jumps in "where angels fear to tread." He grades what appears to him to be the best teachers as "EXCELLENT", the most useless as "UNSATISFACTORY," with a sprinkling in between of "FAIR" and "GOOD" teachers. The board looks over the score cards with credulity, approves, and grants increases and releases accordingly.

The war is now on. Teachers, relatives, friends, newspapers and politicians demand explanation and proof. The superintendent can not produce proof, and even if he did it would not be convincing because the public would

neither believe nor understand much of the explanation. The shake up is good for the faculty in the long run, possibly, if the new appointments are wisely made, but the public has become divided in allegiance, the children reflect the hostile attitude of their parents, most of the faculty will be unfriendly or suspicious, and often the superintendent is decapitated. For the remainder of that year, at least, he could face death with as little regret as at any time in his life.

**Moral:** Any move which is likely to antagonize more than ten per cent of the faculty in a given year, needs to be "viewed with alarm."

Another mistake is that of failure to keep the board informed regarding delicate situations, new plans undertaken, and the more difficult problems of discipline. In small communities board members are bound to hear of these matters and to be questioned concerning them, whether they desire it or not. For them to say that they have not heard of the case before, is embarrassing. Such an admission may lead the public to believe that its interests are being neglected. Besides, the board members, if loyal, are anxious to spread the true gospel, if they know what it is.

In the fourth place, a new superintendent sometimes fails to study the disposition, environment, and political affiliations of the individual members of his board. He must treat all fairly and confidently, and expect such treatment in return. But some members are more interested in mathematics than in Latin; some believe high schools are solely to prepare pupils for college, whereas others think the pupils whose education ends with high school are worthy of consideration in determining the curriculum; some would banish football altogether, and others are apparently more interested in football than in the course of study in English; some are interested in adequate housing facilities of the system, whereas others judge the success of the schools by the lowness of the tax rate.

Each member has his contribution to make, and, if fair-minded, will make concessions in order to see his particular interest developed. The point to be remembered is that each member reflects an attitude held by a certain fraction of the public, and that the net result of the resolutions passed will be a cross section of what the public at large believes. The superintendent is foolish if he does not recognize and welcome this diversity of interest and prejudice.

The fifth failure of the new superintendent in relation to his board, is that of making recommendations to them without sufficient investigation and study on his part. He should welcome questions from them in regard to any proposed legislation, because he will thereby see how the proposition will be received by the public. If, in their interrogating, they discover the superintendent is not fairly well posted in regard to the details of the proposal, they will be inclined to postpone action, and eventually they will not have the correct respect for his recommendations. This is his mistake, not theirs. If his advice is to be sought, it must be worth seeking.

#### Sins With the Faculty.

The second big division of difficulties may be classed as those with the faculty. The most common error is that of impatience. The new superintendent has usually been a successful teacher. He knows how to get results himself. He desires to see those results in every classroom. When he fails to find them he usually proceeds to give some pretty definite directions as to ways and means, and in case said directions are not carried out he begins to look forward to the day when certain teachers will receive good business offers elsewhere.



W. F. WEBSTER,  
Superintendent of Schools,  
Minneapolis.

Sometimes valuable teachers of the future are driven out of service by such high handed methods. The superintendent has not yet learned that his chief business is to help rather than to dictate. His work should be that of studying the characteristics of each teacher, and of adjusting his helpful criticism according to the needs and temperament of each. Teachers must be dealt with as individual human beings rather than as a group of section hands who keep on working because of the pay envelope and the fear of being fired. Teachers should be helped to secure a philosophy of their profession, and to an interest in educational literature, and to a taste for experimental teaching. The only way to develop a strong school system is through the hearts and minds of the teachers. As soon as teachers get this professional point of view they will initiate ways and means by which the desired results will be obtained, and no sooner.

The superintendent should therefore busy himself with the work of improving teachers in service. He will find some who do not desire to be so improved, and if they are so determined they will withstand considerable heavy artillery. But by surrounding such teachers with real professional workers there will either be a change of heart or a resignation in due course of time, because few like to champion an unpopular issue for an extensive length of time. Words of encouragement, books, newspaper clippings, a sense of humor, etc., will eventually win the day, if the time and place are well judged by the superintendent.

Another reason why more progress is not made, is the failure of the superintendent to give credit to principals and teachers for noteworthy work. Opportunity should be made to compliment the teacher, and to inform the board of education and the public of any piece of unusually successful teaching. A superintendent will be just as strong as his faculty back of him. If he claims the glory for every brilliant idea, he will soon be discovered; the board will suspect him; the teachers abhor him. Give credit where credit is due, and do not be afraid to say so.

A further pitfall is that of inability to delegate responsibility. The new superintendent is so sure that he knows how everything should be done that he works night and day to attend to matters which could be done as well or better by a less expensive member of the school organization. If principals and teachers are not allowed to use their own judgment they will never grow in their work. It is better to have

slight mistakes occasionally than to have every trifling thing referred to the superintendent for a decision, thereby taking his attention away from some more vital problem. Decisions in regard to routine school matters should be taken care of by the teachers and principals, and their judgment upheld. There will be enough appeal cases even then, and enough decisions involving the whole system to take up all the time which should be allotted to this item.

#### Sins With the Public.

As to the chances of failure with the public, there are two of considerable importance. First is the superintendent's impatience of listening to complaints. He becomes exasperated with the unjust criticism of the school system, the flaying of Johnnie's teacher, the elaboration of previously unnoticed virtue of said Johnnie, particularly at the "I'll see the board about it" attitude, etc. Presently an argument ensues in which two American citizens, instead of one, have lost their tempers. Eventually the scene ends with one more enemy for the school system, and a victory claimed and boasted of by both sides.

It must be admitted that cases of this character are difficult, but the superintendent must remember that one reason why he is paid his salary is because the board has faith that he can settle such matters as peaceably as it is possible to do so. Very often all that is needed is an attentive ear.irate parents have a long story which they must get off their chests. If you listen in an interested fashion you probably will be regarded as intelligent. The parent, now feeling much relieved, can be told that the point will be investigated and a letter sent telling what has been done or what is being done in the matter.

This promise usually causes the visitor to withdraw in honor, the superintendent has kept his temper and can now proceed to find out the facts of the case and later write an answer in a quiet and calm manner. Thanks should, of course, be extended for the visit, an invitation given to come again, and, if possible, mention should be made of some attractive characteristic of the boy in question.

Another place for the superintendent to lose ground is in failure to keep the public informed of what is going on in the schools. He may feel that he has not enough time for such activity, or possibly the board sees no use in it. But before the public will give its whole hearted support it must be told in many different ways what the schools are doing, what the general policies are, and what the plans are for the future. This can be done in many ways; printed annual reports; special bulletins; parent-teacher associations; exhibitions in physical training, music, drawing, cooking, etc.; go to school weeks; good English weeks; dramatics; debates; receptions to freshmen; talks before clubs and other organizations, etc. Any legitimate means of placing before the public the better features of the school systems should be used. The public must see and hear before it will believe. Even then some will be a little doubtful, but not the majority.

#### Sins With Himself.

Finally are the mistakes with one's self, although more generally speaking all mistakes might come under his head. First is the tendency of the superintendent—in common with most other men—to take himself too seriously. Without elaborating much on this point, it may suffice to say once again, that the indispensable man has not yet been born. A sense of humor will help him somewhat. Lacking that he will afford mirth for others.

Then there is the youthful practice of talking against one's predecessor, in order to show how superior the system is now over what it

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# Some Phases of Supervision

Bertha M. Rogers, Supervisor of Kindergarten and Elementary Education, Janesville, Wis.

## Introduction.

Supervision of elementary education is a comparatively new department in the administration of city schools. For this reason it is not surprising that confusion in regard to its field and its operations exists not only in the minds of many teachers but also in the ideas of superintendents and boards of education. In this brief article, therefore, the writer only outlines in a general way some phases of the work in answer to the question, "What is Supervision?"

## Scope of the Subject.

Supervision is a science based on psychology, sociology, pedagogy, and allied subjects. As such it has a body of technical knowledge relating to the functions of the school and the teacher, and scientific methods for improving the technique of teaching.

Its content is concerned with the fundamental and special subjects of the curriculum and their varied forms of presentation, as well as with many of those studies which pertain to the physical, mental, and moral welfare of the child. Hence its field extends to the arts and sciences, as for illustration, the decorative, industrial and dramatic arts, educational measurement and experimentation.

But while the welfare of the school and the children committed to its care is the ultimate goal of supervision its operations are chiefly directed toward the improvement of teaching.

Efficient teaching depends upon a thorough acquaintance with the latest developments in the aims and methods of education. These undergo continuous modifications to meet the ever changing social conditions. To keep in touch with this evolution and advancement, it is obvious that whatever the teacher's first training may have been, there must be a continuous training if the school is to keep abreast of social progress.

## Goals to be Attained.

To this end supervision aims first, to insure the professional growth of teachers, and second, to maintain unity of purpose throughout the school system.

Professional growth is stimulated through a study and an analysis of methods and results. To accomplish this it is the purpose of supervision to lead teachers to consider intelligently the best educational ideas, to guide them in replacing routine methods with progressive practices, and to advise them with regard to their school problems, so that they may develop resourcefulness, initiative, and independence in the practice of their art.

Unification of purpose demands co-operative efforts. To effect this it is the office of supervision to extend the policies of the administrative department; to adapt them to conditions within the system; and to report to that department pressing needs of the schools, flagrant weaknesses, and unusual excellencies.

In short, the giving of expert advice and assistance to the teachers and executive staff on all points that involve technical knowledge relating to instruction is the chief function of supervision.

## Controlling Principles.

Its methods rest first, on a clear comprehension of the purpose of supervision by those directly interested; second, on an agreement by them regarding the underlying principles of the educative processes; and third, on the intelligent practice of teaching.

An understanding of that which supervision seeks to accomplish awakens a sympathetic attitude and a realization of its need. With the

feeling that present knowledge is inadequate comes to those immediately concerned in teaching, a recognition of its difficulties and a clear conception of its problems. Problematic situations, especially when of a pragmatic nature, stimulate curiosity and intellectual activity which lead to inquiry.

Systematic investigations concerning teaching problems depend for their control on principles derived largely from psychology, pedagogy, and sociology. Those engaged in the solution of these questions should have common knowledge and hold common viewpoints with respect to the main aspects of these sciences. Such agreements promote intelligent understanding and facilitate an interchange of ideas which clarify thinking and lead to sound conclusions regarding practice.

Intelligent practice perfects the art of teaching. Practice in this sense involves not only the actual teaching performance, but the doing of the act mentally, as when planning or critically observing the teaching of an expert, or the analysis of the act after it is performed. This implies that one's own experience or that of another may contribute to the acquisition of skilled habits.

## Some Common Methods.

For the perfecting of practice, supervision relies on the selective use of many methods. The following are a few of the most common:

*The Remaking of the Curriculum.* Economy of effort and unity of results within a school system demand that each teacher strive to attain well defined standards by approximately the same measures. The most effective instrument for this is a flexible course of study which suggests the goals to be attained, the topics within each subject to be presented, and the

methods and texts to be used. While such a course is based on certain fixed principles, frequent modifications in its content are essential to meet the successive social and economic changes. Hence the continuous improvement of the curriculum is necessary for the highest type of supervision.

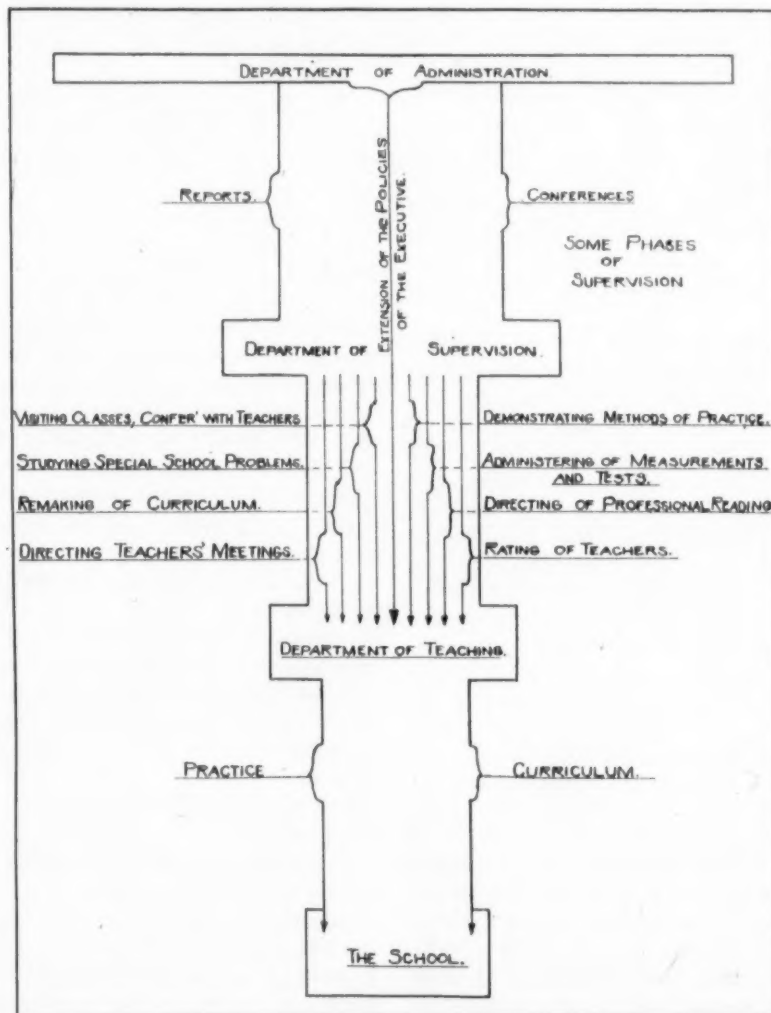
*Visiting Schools and Holding Conferences.* Another method is the observation by the supervisor of class instruction, accompanied by the analysis of the teaching process, and followed by a conference with the teacher and the giving of constructive criticism based on principles derived from educational psychology, educational, sociology and child study. Through the application of these the teaching is viewed in perspective, and in the light of modern educational thought.

*Directing Teachers' Meetings.* In addition to individual conferences, helpful meetings with groups of teachers extend the purposes of supervision. Various methods of conducting these are practiced. But that which yields the greatest returns is the one in which members of the group contribute toward the solution of school problems.

*Administering Measurements and Tests.* Many worth-while problems for study are located through the use of standardized tests. These serve as standards for comparison, measure the results obtained from individuals and from groups, diagnose their needs and capacities and so reveal unimagined sources of weakness and of strength. Although the application of measurements to the work of the school is a comparatively new movement it is already one of the significant factors of supervision.

*Studying Specific School Problems.* Standard tests, however, contribute little to economy and efficiency unless solutions to the problems are sought, causes studied, and remedies discovered. This requires the pursuance of logical study of special topics as for example, the im-

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RELATION OF SUPERVISOR TO TEACHING IN ELEMENTARY AND SECONDARY SCHOOLS.

# The American School Tax Problem

## Can Teachers' Salaries be Reduced?

### Article V.

William George Bruce.

In the preceding articles of this series on school taxation the writer has demonstrated the following points:

1. That the schools of the United States have within the past half century lengthened their terms, increased the attendance, amplified the branches of study, intensified scope and service, and improved their housing and equipment to a remarkable degree.

2. That, the expansion and momentum which the schools have attained in point of extended and intensified service, without a compensating increase in support of them, would sooner or later lead to a climax. That, this climax was hastened by the increased cost of teaching service, administration, construction, etc., etc., as the result of the general economic conditions caused by the war. That, this situation has brought on a wide disparity between available school budgets and actual school necessities, and that school authorities in thousands of instances have been compelled to resort to retrenchments which have been detrimental to the schools.

3. That, the tendencies in the direction of compulsory education, the eradication of adult illiteracy, the Americanization of foreigners, the strengthening of the rural schools, and many reforms seeking to develop the schools of the nation to a wider scope of service, and raising the teaching standards upon a higher plane of efficiency, will invite a more liberal financial support than has heretofore been granted.

4. That, the present tax sources have been strained to their utmost. That the property tax will not, without serious embarrassments, bear additional burdens, and that the personal property tax is inequitable, inefficient and practically inoperative. That, new sources must be found, or at least that a more equitable distribution of tax burdens must be devised.

5. That, the income tax, as an instrument for increased state and local revenue is desirable, feasible and efficient. That the operation of a state income tax system, heretofore faultily devised and inefficiently administered, has in recent years proven highly successful in several states.

6. That, the introduction of the income tax in the several states, not now employing the same for revenue raising, will tend to relieve realty property from further added burdens, and will make possible a more liberal and adequate support for the conduct of the public schools upon an efficient and progressive basis.

7. That, the schools of the nation, measured in the light of the quantity and quality of the service rendered in rearing the youth of the land for the duties of American citizenship, their cost of maintenance is no higher than it was fifty years ago. That, in fact, when estimated in connection with the purchasing power of the dollar, then and now, and comparing the per capita pupil cost with the per capita wealth, *the cost of education has never been lower.*

#### Can Retrenchment Be Made.

The question of retrenchment has in recent years pressed itself upon thousands of boards of education who are contending with deficits. It has thus far, in but few instances, been found that extravagances had crept into the administration of the schools. Here and there taxpayers have claimed that the new buildings were too elaborate, that repair labors had been wastefully made, that superfluous studies had

been inaugurated, that classes were too small, the number of teachers too large, and salaries too high, etc., etc.

In nearly every instance where charges of this character have been advanced, and an impartial investigation followed, it was found that either the extravagances engaged in could not be recalled, or that in reality no extravagance had existed.

On the subject of school housing it may be said that while the United States has exemplified the art of designing structures for school use to a higher degree of perfection than any other country in the world, it has not resorted to extravagance. The leading school architects as well as the school authorities have wisely refrained from engaging in the "school palaces," and have developed the utilitarian and practical in service, together with the simple and graceful in design.

The schoolhouse of two decades ago was a clumsy affair and uneconomic in its ornate towers and high roofs, entailing years of vexatious and costly repairs. To hold that the construction of schoolhouses could be considerably cheapened in cost would imply that modern school architecture had been a gross failure.

The outstanding fact remain that the American schoolhouse of modern construction expresses in a high degree the elements of specific utility, appropriate and attractive in design with the observance of economy to a reasonable degree. All retrenchments in the rearing of new school buildings, either in resorting to cheaper construction, or postponing any kind of construction, is out of question.

#### Can Teachers' Salaries Be Reduced?

The wisdom of effecting economies through a reduction in the compensation of teachers is problematical. Two views are presented. The one leans to the thought that all teacher service should be bought on the supply and demand basis, the other that the compensation should be fixed somewhere near in keeping with the service rendered, with a due regard for the station and dignity of those who render it, and with a proper relation to the current cost of living.

The increase in the compensation of teachers, prompted in part by supply and demand, but largely through the abnormal economic conditions of the country, may sooner or later seem out of proportion to compensation accorded to those in other fields of activity. It remains at present for us to know that the compensation provided ten years ago was too low, and that the same is not too high at present.

But, there is one consideration, which has been more keenly appreciated in the commercial and industrial world than in the salaried professional field, namely, a high degree of efficiency stimulated through proper financial recognition. The manufacturer seeks the highest ability and then pays the price. The merchant or banker does likewise. In brief, the commercial and industrial world places a premium upon efficient service upon the theory that cheapness makes for inefficiency and in the end means waste.

In a similar manner school authorities have begun to make quality of service a primary condition, and to pay the price that will secure it. Thus, in the face of changing economic conditions and the financial pressure that is upon them, school authorities have held to a maintenance of present salary standards as

a sound administrative policy.

But, if we were to contrast pre-war salary figures with those which obtain now we would find little justification for seeking retrenchments in school cost in a reduction of teachers' salaries. The United States Commissioner of Education recently gave expression to the following:

"In 1916 the average annual salary of public school teachers in the United States was \$563. Certainly they were not over-paid. In 1921 high school teachers' salaries, which have increased relatively more than elementary school teachers' salaries, were 80 per cent higher than in 1913. This is the exact percentage of increase in the cost of living in 1921 over 1913, so that from an economic standpoint the teacher is really not quite so well off as before the war, because elementary school teachers have not fared as well as the high school teachers. In 1919 and 1920 the cost of living was 99 per cent and 100 per cent greater respectively than in 1914, so that the teacher was relatively much worse off than at the present time.

"Meantime, according to Burgess' figures, labor's weekly wages increased 130 per cent from 1914 to 1920, and artisan's weekly wages increased 102 per cent. We do not claim that these increases were too great, but we want those who think that teachers' salaries can be reduced at this time to understand that in spite of the apparent great increases in salaries, teachers have not relatively held their own in comparison with other occupations or in comparison with their own occupation previous to the war. Consequently, the schools have suffered. Although there is no actual teacher shortage at present in the sense of empty schools as was the case during the war, yet we have not been able to attract teachers whose average training was as high as in pre-war days. For example, among high school teachers at present the percentage of decrease of college graduates since 1918 is 8.9 per cent and the increase of non-graduates, those who have not graduated from a college or normal school, is 36.6 per cent.

"It can be seen that any reduction in teachers' salaries at this time will continue to impair the efficiency of the schools."

#### Better Schools, Not Lower Cost.

The argument frequently advanced that the cost of school maintenance must be reduced is not compatible with the generally recognized thought that constant progress in efficiency is demanded. On this score Edwin J. Brown of the Kansas State Normal School recently said:

"One can scarcely pick up a county newspaper in Kansas nowadays without finding some mention made of taxpayers' organizations, with a list of resolutions. In reading these resolutions one never fails to find something regarding the expenditures for the public schools, and generally there is mention made of reduction in the salary of teachers. This fact only tends to call to our minds more and more forcibly that there is surely much that is wrong with our schools. We cannot help but feel that were the people getting what they are paying for there would be much less grounds for protest. And now the taxpayers' organizations, while asserting that our schools are good, the buildings splendid, and the teachers excellent, are asking us to come to a full stop in all matters which mean spending any greater sums on education. We say frankly that we doubt all three of the statements. America as a nation is getting deplorable results for the immense sums she is spending on education, rather than that she is spending too much."

In summarizing the school finance situation of the country and the need of continued educational progress, M. G. Clark of Sioux City, Iowa, advances the following:

"The story of the farmer who bought more land to raise more corn to feed more hogs to get more money to buy more land, is well known. The seemingly harmless proposal to lower teachers' salaries in order to ease the tax



burden of the moment, will bring us face to face with an educational economic and moral round of national decay. This round will read somewhat as follows: Ease the tax burden by lowering teachers' salaries, employ a lower type of teaching personality, secure a lower standard of teaching, resulting in ineffectual schools, a lower standard of community life, a devitalized state and finally a degenerating democracy. Then the round again, a further decrease in teaching salaries, a further decrease in school efficiency, a still lower standard of community life, a greater devitalization of the state, a further lowering of national ideals. And thus the round goes on.

"Rather, let us demand a constantly recurring round of increasing national efficiency. A round that shall start with the principle of financial insurance of self-respect and self-support for the teaching profession.

"What shall school boards do concerning the problem with which we are faced? In democracy we must start with the unit of democracy, the individual taxpayer. From him to the community. From the community to the state, and finally to national policies or standards. Let the superintendents, the teachers, and the friends of education place before their taxpayers, before their communities, a group of facts and ideals. Let us formulate a platform, looking toward a more efficient democracy through a more efficient teaching body; a platform upon which we are willing to stand."

The central division of the Illinois State Teachers' Association (March 17, 1922) gave expression to the following:

"Although we fully realize the business and economic depression, and though we feel that there should be and must be some retrenchments on the physical side of the educational program, yet we also feel that provisions for education did not reach as high a point of abnormalcy as obtained in most other lines of endeavor, and that, therefore, we feel that there is some danger of retrenchment to the point of crippling the efficiency.

"We feel the teacher is the very pivot of the school program, and that education is the individual's greatest achievement and the community's greatest asset, and that there is danger in any radical salary adjustment, of driving many efficient teachers from the profession. We trust and hope that those responsible for school expenditures will give retrenchment in educational expenditures careful consideration in relation to its real work and economic value to a nation, rather than to assume that it must rise and fall with apparent or surface indications of economic variations."

Superintendent Winslow of Providence, R. I., says:

"This national propaganda, resulting in a general increase in taxation and school budgets, has naturally given the impression that the nation has made a decided advance in the financial support of public schools.

"The want of a proper adjustment of the basis of taxation, as an accompaniment to the necessary increase in the amount of taxation, has led some cities into an excessively high tax rate and unfavorable economic conditions have magnified the situation.

"For these reasons there appears to be a tendency toward dissatisfaction in many communities and a disposition to endeavor to check the increase in public expenditures. In a number of the more liberal and progressive cities plans for continued improvement of educational advantages appear to be in jeopardy."

#### Will Public Stand a Higher Tax?

The cost of all government has risen. This is not so much due to higher salaries, and the general advance in the price of commodities, as it is due to the fact that we have more government. The salaries of government officials and employes have not been advanced in the degree that wages and salaries have been advanced in the industrial and commercial field. Governmental undertakings in the construction of utilities and the current purchase of supplies and equipment have in recent years cost more money, but will, with the return to normal economic conditions, return to lower cost again.

But, government will in future cost more money than it has in the past because governmental agencies have been amplified beyond

their former scope. The function of government which formerly was confined to the maintenance of law and order, the protection of life and property, and the control of fiscal affairs, has been extended into the domain of the promotional and the beneficent. The physical safety of the citizen and freedom of action in all legitimate pursuits heretofore constituted the extent of governmental concern. Now the regulatory operations of government concern themselves with the physical wellbeing of the citizen and his moral advancement.

The schools, too, have expanded in scope to a marked degree, not only in that they dispense more and better education, but provide a more complete equipment for the activities of life and the duties of citizenship.

On the whole then both government and the schools have in recent years made greater exactions at the hands of the taxpayer and must continue to do so. If the public demands a wider service it must stand ready to pay its cost.

But, this brings under serious consideration how this cost is exacted and who pays it. Is the whole public uniformly and equitably taxed? Does any one fraction of the public bear a greater share than another? Are the instruments for levying tribute so delicately devised that absolute justice is exerted? Will the present sources of taxation bear a still greater strain?

The answer to all these questions must be that the American people stand ready to support their schools adequately; that they are also desirous that high standards of efficiency and the momentum of progress be maintained; that the present sources of taxation are strained to their utmost, and that new sources of taxation will have to be located, and that greater equity in the distribution of tax burdens will have to be devised.

This means that the present realty property tax is strained and, in many instances, has reached its limit. There are school districts in the United States which openly proclaim that any further strain on realty property will mean confiscation. Here it may be held that, in instances, the state aid is insufficient, nevertheless it follows that the one source of taxation now operative will not yield additional financial support.

Eliminating from consideration the exceptional in local conditions, the culmination of a combination of circumstances demanding exorbitant tax revenues, the hysteria against even reasonable tax burdens, of the actual prevalence of waste and extravagance, we come to the great rank and file of school systems properly planned and conducted, and yet confronted with embarrassing deficits.

The school systems have yielded to the popular demands of the educational progress of their time. They have striven for better teaching service, more modern school housing, a broadening of curriculum, the acceptance of paternal agencies making for the health and happiness of a pupil constituency, without realizing that the momentum of the whole would sooner or later reach the abyss of budget disparities.

The introduction of medical examination kindergartens, music, drawing, manual training, vocational training and night schools, etc. etc., came gradually as innovations in response to a desire to serve the pupil. Who would even think of eliminating them again when the financial pinch is reached.

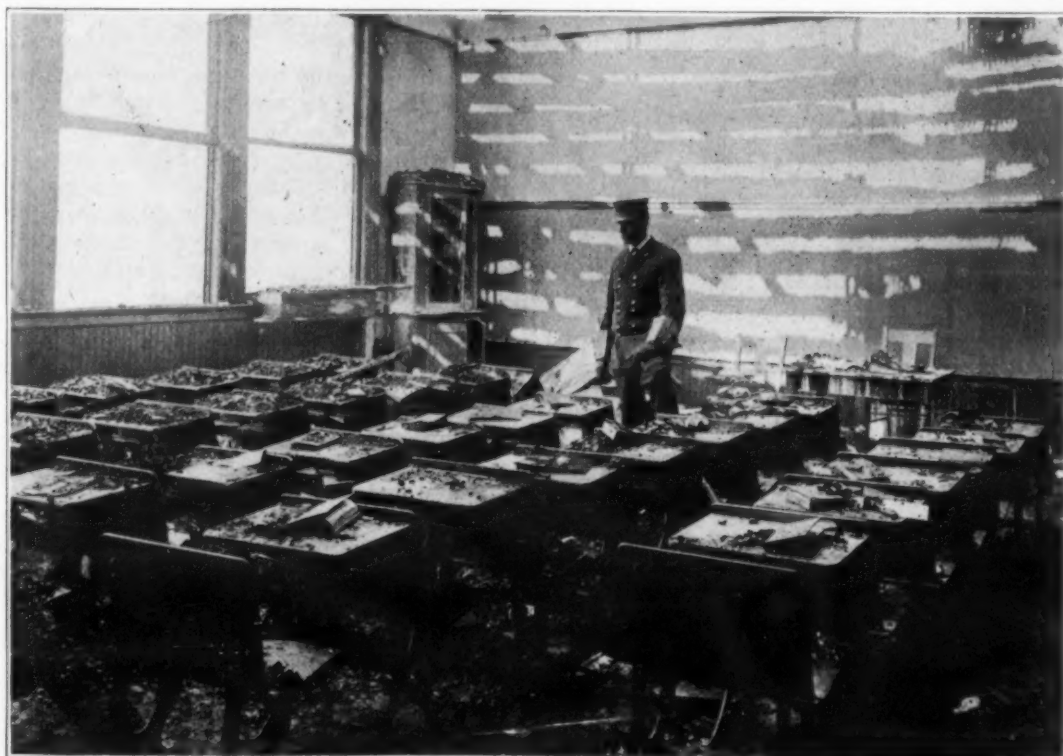
The public will stand for a higher school tax where the necessity for the same in order that high standards may be maintained, is properly demonstrated.

*Note*—This is the fifth of a series of articles on "The American School Tax Problem". The sixth and next article will deal with the tax ability variations of school districts and the ratios fixed for the state distribution of school moneys.—Editor.

#### CHATS DURING RECESS.

When it was discovered that the male teachers of Seattle, Wash., indulged in "smoker evenings" at which they discussed educational problems somebody started a "smokeless-teacher" campaign and called upon the school board to act. The board refused to act and the crusade "went up in smoke."

"When a teacher is dismissed in this neck of the woods it means a kink in the educational efforts of the state. No teacher, no school." So reports Lebanon, Conn. This simply proves that the hiring and firing of teachers is a graver problem in the country than it is in the city.



IS FIREPROOFING WORTH WHILE?

Second floor of the Holladay School, Portland, Ore., after the fire department had completed the task of putting out the fire. Courtesy, National Board of Fire Underwriters.



# The Functions of a School Superintendent

Abbot W. Sherwood, Member of the Board of Education, Alton, Illinois.

In attempting to describe the functions of a school superintendent from the viewpoint of a member of a board of education an old verse from the Bab Ballads persistently runs through my mind. And, after all, the Superintendent precisely is

" \* \* \* the cook and the Captain bold  
And the Mate of the Nancy Brig,  
And the Bo'sn tight and the Midshipmite,  
And the crew of the Captain's gig."

He is "multum in parvo"; the main spring; the spark plug; the keystone of that most remarkable of all American institutions, the free public school system.

It seems to me that the operation of our public school system should be, and really is, similar to organizations in industry with which most board members are familiar. In the business world a number of people join together to form a stock company, it may be to manufacture some article. The people are the stockholders, expectant of dividends, and they select a board of directors.

These directors choose an executive, let us call him the manager, into whose charge, with a certain few definite limitations, is placed the development of the plans; the building or improving of the property, the selection of the personnel of his organization, the manufacture and sale of the article, the collection and expenditure of revenues, and last, but by no means least, at the year's end he must have a balance on the right side of the ledger so that the stockholders may receive the dividend, the return on their investment, the result which they expect.

"Uneasy lies the head that wears the crown." The troubles of the executive are many and perplexing. He has difficulties with his machinery and with his power and his raw materials. The incapable department head or workman is omnipresent and must be taught efficiency or be removed. Those twin demons of human organizations, jealousy and inertia, must be supplanted by co-operation and enthusiasm. And then, after the organization is built so that the article can be manufactured, come the problems of selling, of collecting and of providing against disaster.

There is a necessity for the cultivation of public esteem and friendship and the guarding of his organization against inroads by his competitors. All this must be done with an eye on the purse strings, and often with a board of directors not wholly in sympathy with his plans or methods. In that event the executive must show his real ability because he must either give up his plans, change his methods or he must "sell" (to use the commercial expression) his ideas to his directors, i. e., must bring them to his way of thinking, because after all, their responsibility is joint with his in giving results to the stockholders.

## Representing a Huge Stock Company.

As I have tried to picture the woes of the business executive, those of you who are superintendents of schools must have felt a sort of kinship. I cannot imagine a manufacturing organization in which all of the customers or the buyers of the articles it makes, are also stockholders in the institution and as such often feel perfectly free to offer advice and criticism.

And yet this is necessary to complete the parallel which I shall try to draw, because a school city or town is really a stock company and each taxpayer is a stockholder and the particular business of this particular stock company is to manufacture the frivolous un-

taught youth of the community into the men and women who will become citizens tomorrow and on whom must fall the burden of carrying on the civilization of our time.

It is perfectly simple when you think of it merely as a process of turning raw material into a finished product. But it is rather appalling when you think of the tremendous importance of the finished product, and the solemn responsibility which rests on those who must direct the process of manufacture. As a most unpedagogical person and as a layman, I think I may be permitted to say that there is no other industry in the whole world that can compare with this factory which makes fathers and mothers of the next generation.

And, I might add, there are many other industries in the world where the skilled workmen are more highly regarded and more thoroughly rewarded than those who train the children of the nation into its citizens, and to our shame be it said.

But "that is another story," and we must go back to our stock company. The citizen stockholders in this education manufactory select their board of directors either by election or appointment, and these directors serving as the board of education are expected to get the best possible results with the least possible expenditure.

Often men are put on the board of Education who have not the first qualification for such service nor, as it is purely an honorary position, do they always have the inclination. In view of the fact that times change, it is seldom that the plant is properly adapted to the work, the school buildings are apt to be badly designed and too small and the budget (or school taxes) which the board has to use in keeping the plant in operation is also too small.

## The Process of Manufacture.

But law and custom both require that the manufacturing process must begin. The children of the community must be kept off the streets for certain hours of the day. The mothers must be relieved of their care for awhile. The fathers expect them to be taught the rudiments of the three R's, and the stockholding community as a whole hopes that there will be no serious fire or epidemic because of unsafe or unsanitary conditions.

But those little matters must be attended to by their directors, the board of education, so that august but bewildered body takes its first step and employs its executive officer, the president and general manager of its education manufacturing plant, the superintendent of schools.

And what manner of man must he be and what are the problems, or some of them which he must solve? Somehow the mind automatically places school superintendents in the masculine gender, but I know of no constitutional inhibition that would make a woman superintendent impossible and it is true that there are some already. But for the purpose of this discussion we will call him a man.

In the first place, he must have enthusiasm, but for that he will surely have or he would have chosen another profession. Then he must have judgment, poise, diplomacy, patience and a lot of that uncommon thing called "common sense." And now let us assume that this wise board of education has employed this paragon and he sets to work in his workshop to direct the process of manufacturing clean and intelligent men and women out of some very raw material. Then, if this Board of Education is

very wise it will let the manager run the plant, and let the superintendent run the schools, giving him all possible support so that he will have no excuse for failure and enough rope so that he can hang himself if he is the hanging kind.

The board should always be kept informed as to what is being done, but the actual management should be left with the superintendent whose functions might be roughly divided into three groups,—teaching, administrative and civic functions.

In the first group his teaching functions begin with his own education, past, present and future. It must be assumed that he has sufficient schooling to qualify as an A. B. and that he is gradually annexing the other letters of the alphabet, and his first study must be his problems and next his associates.

It was Alexander Pope who said "The proper study of mankind is man" and so it must be with the superintendent who works with human tools and who must study them and learn their sharp sides and their blunt sides and how to get the best results from using them, and then he must *teach them* how to give the results he wants to get.

He must begin with the board of education if he wants continued harmony, and he must teach his board to see from his standpoint, and work with him on the important work of teaching the community. He must "sell" education to the community. Most communities are old-fashioned, big ones as well as small ones, although larger communities usually have a greater nucleus of broad gauge people.

But one of the strongest human tendencies is the dislike of change. "What was good enough for father is good enough for me." Remember the troubles of the locomotive and the telegraph and the telephone and the skeptics who called them "new fangled notions" and those skeptics had to be "sold" just as today those interested must "sell" modern educational methods and sanitation and hygiene to the unthinking public.

## Plant and Equipment.

The superintendent will also get great help in his education selling campaign if he has properly taught his teachers, first, to assist him with his stockholding citizen-public and then he must teach how to teach the students. There is much in school beside book-learning and today there is no comparison with one or two decades ago in the intentional and unintentional psychology which is taught. His teaching function, when he has builded properly, has been already solved and there will be no difficulty in educating the students when once the teachers and the board of education and the thought of the community have been properly attuned and the whole is working harmoniously.

The superintendent must then consider his functions of administration. Or rather, he must have been considering and acting upon these functions while he has been educating his board of education and his teaching staff and the community. First, and most difficult, it is his duty to see that his plant, the school buildings and equipment are adequate. No board of directors will excuse its executive for unsuccessful operation on the grounds of incompleteness of space or tools, even though the board is itself responsible for that insufficiency. Neither will the public fail to hold the superintendent responsible if the children of the community are but half educated through lack of proper school buildings.



He must look to his plant, the location and size of the school buildings, their physical condition, lighting, ventilation, sanitation, furniture and equipment, recreation and hygienic appurtenances, for the coming citizens must be strong as well as wise. He must keep this thought before his board and before the community, if he would succeed in getting the kind of plant he needs to get the results he wants. It can be done if he has properly set to work to educate the community through the children themselves and through his third "civic function."

#### Considering Local Needs.

Then should come the courses of study. Aside from the three R's these courses should be adapted with an eye to the business of the community which he must understand in advance. This is especially true of smaller places because no community wants its children to be educated to leave it. They want them to stay on and carry on. In agricultural districts the superintendent will feature scientific farming and in industrial centers he will stress studies designed to put the students into the businesses there.

And because education consists both of ideas which are put into a child's head and the ideas which are kept out of it, the superintendent must give careful attention to the school morals, the mental attitude of both teachers and students toward the schools and toward each other. A popular brand of condensed milk has been widely advertised as "milk from contented cows." Industry has realized that better results come from contented teachers and contented students.

And the best way to keep people contented, the world over, is to see that they are kept busy doing things which they like to do and which are good for them to do. So the superintendent must interest both himself and the teachers in school activities. Social, because man is a social animal, and much of a man's business is social; and athletic, because the ideal combination is a sound mind in a sound body. He must develop school enthusiasm through

school teams because a little healthy hero-worship hurts no one, but he must also spread athletics as much as possible to give the widest physical benefits to all.

The third phase of his duties dealing with the psychological as well as the physical relationship between the community and its schools (and the key to this, also, is the superintendent) is civic activities. He is selling the product of his manufacturing plant to his own stockholders. They are always critical and generally inclined to be stingy. They must be taught to want a better product of the kind he wants to give them. In business that is called creating a demand and it calls for publicity and diplomacy, because the demand is also the supply.

The publicity comes, of course, from the local press. The superintendent must cultivate a friendship with the local newspaper men and supply them constantly with items of interest about the school doings and the facts which the community should know. The papers are a powerful factor in public education and are generally sympathetic and always hungry for interesting news. They furnish a very necessary medium for reaching the large number of people whom the superintendent could not possibly reach directly.

Another medium is the promotion of parent-teachers' associations, and the newspapers will both help to promote them and keep them active, but these associations while necessary and advisable reach chiefly the mothers of children in the school—and mothers seldom have to be "sold" anything to the advantage of their children.

A closer acquaintance with the business interests of the community can be secured by the activity of the superintendent in the Rotary or Kiwanis Clubs and the Chamber of Commerce. These furnish him a splendid opportunity to become acquainted with the business men's needs of the schools, and to tell of the schools' need of business men's support.

#### Utilizing Local Forces.

The fact that the churches and the schools are engaged in the common cause of creating a

better citizenry should make it very simple for the superintendent, regardless of his own faith, to secure the active support of the clergymen of all denominations. This support is necessary at all times as a part of the sympathetic public opinion which should be created but it is especially valuable in a time of an active campaign because the clergymen usually have, or are willing to give more time, to the more or less tedious work of achieving an ideal.

Each of these three functions has been touched lightly although much might have been said of the many angles of the different phases. Besides these things, the superintendent must keep his own armour bright. He must not only keep up with modern thought along the lines of his own profession but he must more or less thoroughly keep up with modern thought along all lines, and this calls for much reading and study. He must maintain his relations with other school systems and with educational associations.

In my opinion there is no other thing which means so much to the individual teacher or superintendent or to the cause of education as the co-operative effort created through these community, state and national associations. He must know the laws which make school systems possible; he must ferret out their weaknesses which make better systems impossible; he must organize and lead public thought to public action which will bring better laws and new conditions.

He is indeed the "cook and the captain bold;" but if I have made plain my analogy, his problem differs only very slightly from that of the business executive although it is true that he deals in a much more precious and more necessary manufacture.

I am speaking not especially as a taxpayer and therefore stockholder in our school manufacturing, nor yet as a director or a member of a board of education but as the father of two boys who I hope will live a long time in this land of ours. And I say, and this whole nation should say, God bless our teachers and give strength and vision to their leaders—the superintendents of schools.

## Educational Engineering

D. H. Cook, Philadelphia, Pa.



Is the elevator of the Woolworth Building a part of the structure and its service? If this modern means of lifting, lowering and finding the level of one's place of business were dispensed with, what would happen to the efficiency of the tall splendid structure that is a marvel in engineering and adjustment to business in the heart of our greatest city?

The work of the teachers' agencies is an essential part of the educational structure of America. The evolution of system and scientific relations in our fast growing school systems has compelled the lifting, lowering and leveling process so generally operated by the Teachers' Agencies that if these agencies were discarded or limited, it would be a calamity to the educational program.

Fitting the teacher to her work and filling the school position with the teacher who fits is

a scientific service. Placement in education is as important as preparation. Teaching has become a science and the personnel or teaching force is the vital part—the very heart of the educational system. The science of teaching has been accompanied in its growth by improvement in administration. All that is best in management of schools has been inherited from business practice and the management of corporations. Our modern city system is built upon the policies and plans of the large corporation which has tested and put into permanent use the method that has to do with the materials and its workers. In industry the most recent of sciences is industrial engineering which deals with the human element of personnel of the institution. Quite recently leading universities have begun to offer industrial engineering as separate and dis-

tinct courses because of the newer developments in the human materials used. Accompanying this or preceding it educational engineering of the personnel kind has been practiced by teachers' agencies. They have made it a new science.

Hundreds of teachers' agencies scattered throughout the country and working as private business concerns have fulfilled a need which is as general and helpful as is the need of teacher-making.

#### Salesmanship of Teacher.

The teacher has wares to sell in the open market in the same way that the manufacturer or the farmer has. The same methods and means of salesmanship may be and should be employed by her that she may get the most out of her investment in herself. It is admitted as a legal and commercial fact that



the ability to earn is a salable commodity. Decisions of courts sustain this opinion.

So long as teachers have been in search of positions, which condition dates from the first group of public schools established and even back to the first private secondary schools and colleges, teachers have been in search of the positions which they are fitted for and the positions have been seeking the teachers. In the first steps of placement acquaintance and personal introductions were the means employed—from friend to friend and reputation to reputation teachers moved from place to place. This was a provincial plan and served its purpose then—just then was the birth of the science of placement.

This was like the period of trade and barter which gave way to banks and banking later on. Teachers in the early days seldom moved outside of their counties' borders. Even today teachers born and educated in some communities are thinking in no broader terms than positions near home.

Later when the office of county superintendent was established it became the first clearing-house of placement. This is now in vogue and is good but limited. Such superintendents keep certain teachers moving about, jealously holding them within their counties. Later state departments for good reasons, often political, helped in a silent way in the promotion of teachers who had made good. Today normal schools and college education departments are placing their product within a list of calls that are easily satisfied.

As teachers have prepared themselves for specialties they have needed to look out over a broader territory, even from state to state, to find salary and work best suited. Our educational system has not measured up in what may be termed *educational engineering*. In material things, in courses of study, America's public school system has stepped forward wonderfully, but because of public supervision of a more or less private occupation, the teacher placement question has not been solved to the advantage of schools and teachers by any other organized service than the teachers' agencies.

The custom of agencies today is to charge nothing until a suitable position is secured for the candidate and no charge is made to employers for service rendered. Candidate and opportunity are brought together and by careful grading and selection teachers are informed of the positions which suit their preparation, experience, salary, etc. The teachers are permitted to choose and to apply for whatever positions they are informed of. They may reject those that do not attract them. When the teacher reports to the agency her interest in a position the agency recommends and lends its assistance towards election.

This is a kind of welfare service which has grown to very large proportions. It is a service of engineering that is just as important as that performed by the architects of buildings or by the professionalists who make courses of study. The kinetic power in any school is that which is brought to it by the teacher through her preparation, experience and ideals.

A theory has gone forth that teachers should be spared the expense of placement. This for a time seemed to be logical and desirable; hence, state departments of education and state teachers' associations established and are still maintaining free agency service. Four years ago the federal government which has little to do with public education except in an advisory way, established a teachers' agency service.

These movements for fitting teachers to better positions and helping schools to find the best candidates were steps welcomed by all reasonable teachers' agencies who were working on

a private basis. In fact, the teachers' agencies have never objected to any movement or plan that would help in the service which is growing in its need and in its variety of problems. There has never been a reasonable objection to any effort to help others whether it be in education or in industry. It has been found that the placement of teachers is an intricate and difficult task and one that needs to be handled by those who know educational things and human qualities and who can bring them together in a way that is an advantage to both ends of the service. Many of the state college and normal school bureaus established have been able to organize their candidates and to systematize qualifications and thus make ready for appointment of candidates by whatever service might be of further assistance.

#### Disadvantages of Free Placement.

In the last analysis we find a paradox in the placement business. No state or government should educate, license and then place its product. The last step is autocratic and not democratic. From the county superintendent through the normal school, college, university, state and federal bureaus there is inbred a condition which is by its very nature narrowed by its own authority or by political conditions which in themselves prevent the highest and best service.

The state bureau may bring together the opportunity and the candidate, but the moment that it begins to decide about the selection of a single candidate as against other candidates of equal rank, prejudice arises by the disappointed candidates, by their friends, and by their political sympathizers to the extent that the political party or the public department that permits such decision begets enemies. This process extended reduces the efficiency of what may be a sincere movement, to a very low level. For instance, if a superintendency of a city is reported to a free state bureau, immediately a dozen candidates may be in the market. These may be of equal worth. One secures the appointment and the others are disappointed. These others immediately charge that preferment or priority or political influence has placed the other fellow. These instances have multiplied to such a degree in many states, both under state placement bureaus and state teachers' bureaus, that these organizations have been forced to refuse to make the selection of any single candidate.

The teachers' agency is free from this condition for it assumes the burden of the appointment whenever it is asked to do so. It earns its living by definite selections. The teacher who might, through state or other free bureaus, be appointed without commission finds often that she has really been elected by a process that did not give her the fullest value in money or in opportunity. In no case of free bureau service of any kind is the service free. Somebody has paid. The cost of many of the local and state agencies in terms of commissions earned is found to be as much or more than the total of commissions that might have been paid to the agency by candidates appointed.

While they may not be forced by a state or college or other bureau to take the position for which they have been selected, they feel forced to do so or to lose the professional backing of

#### WORK AND PLAY.

A large part of the educational problem is still up to the parents. The school can lead a youth to the fountain of learning, but cannot make him drink. Neither can the parents make him drink—but they can see that social and other activities do not absorb the major part of his time during school years. Play is necessary. But work should come first. It must come first for those who expect to enter college with a secure foundation.—Traveller, Boston, Mass.

such bureau. When a teacher pays for results she feels herself a free citizen of the teaching world.

The above has been said on general principles and is in no way a criticism of any sincere and worth while effort to help teachers or schools. The purpose is rather to state the conditions and limitations of the service named. The teachers' agency welcomes all organized efforts, but it claims for itself a unique position in a service that should be unhampered by anything but the best interest of the parties served.

Only one course is open to the state that would centralize appointments of teachers. This is the German plan which would prepare the teacher as it does its soldier and make her or him the state servant under civil service or military order to go and to come where and when the state directs. This is the old question born in Greece and recently practiced in Russia under the Soviet. Socialization of certain functions of our government system is possible and perhaps advisable, but nothing in personnel should be so centralized or entirely controlled outside of the political or civil service departments.

The teachers' agency took on a new phase during the war period. Then the scarcity of teachers, the reconstruction of the teaching force and the remaking of the school curriculum made it clear that efficiency in interstate and intersectional placement is an engineering project in education—it helps to supply the power and to keep the machinery oiled and running. The private agencies did themselves honor and spent much energy and money in building and rebuilding the most important function of citizenship.

#### Opportunity for the Teacher.

The biggest thing in America is opportunity. For that soldiers are making their appeals to the public daily. We teach it in history and point to Lincoln and to a long list of personalities peculiar to the United States. The slogan of recent addresses by the United States Commissioner of Education has been equal opportunity for the children. Dr. Tigert appeals strongly to the North to give the same opportunity to the children of the South that is enjoyed by the children of the North. He asks that the rural children be given a square deal as compared with those in the city. In the same way the teachers' agency knows through repeated experiences that often the best teacher is lost to her opportunity by being in a small town or country district or submerged in a larger community with no chance to get out into the better place that awaits her in Montclair, Cleveland or Berkeley.

The leading educators in our largest institutions agree that the teachers' agency is not only legitimate but of fundamental educational value. The economic advantage of the teachers' agency service both to employer and to teacher is recognized by the educational journals in all the states.

More and more superintendents and school officials are consulting the teachers' agency for advice and accepting teachers through them. Every year more of these employers are voluntarily paying the agency fees for the teachers thus chosen. This recognition of the agency's part in the process is proof of engineering service satisfactorily performed.

The teachers' agency is more a welfare institution than it is commercial. Sixty per cent of the time, expense and effort of any well regulated agency goes in advice to teachers—certification, summer courses, either special or for degrees, proper tests and measurements, books and materials, prospects for betterment, behavior toward associates and superiors, etc., etc.

(Concluded on Page 124)



An Article Arising from an Examination of High School Forms from Ninety Cities of the United States

Investigators who have attempted to obtain information from high school records have almost uniformly complained of the inadequacy of the data found, the lack of such uniformity in methods of recording facts as would make comparison possible, and the variety of forms on which the data are recorded. There are instances where it is impossible for a high school pupil to get a transcript of his high school work, because the records were carelessly kept, or because no provision was made for the permanent retention of these records.

The study from which this article is written was made with two main objectives, in view: (1) to examine as many current forms as seemed necessary in order to draw fair conclusions, and (2) to propose some standard forms for use in high schools.

A cursory investigation of the field shows that nothing practical has been done and very little written on the subject of uniformity of records. The department of superintendence of the National Education Association at Mobile in 1911 listened to a report of a committee appointed for the purpose of devising a system of uniform records and reports for the elementary schools but nothing has been done in the realm of the high school. Undoubtedly there has been some carry-over from the report of this committee in the matter of high school records, particularly as regards the nature of the forms. Card indexes, loose leaf binders, etc., have succeeded the old book forms.

of conjecture. It would indeed, be difficult to determine to just what degree the committee's suggestions have been adopted. Certainly they have not brought about the uniformity that is desirable.

Just why more has not been accomplished in this matter of uniformity of high school records is accounted for by the fact that the high school principal, until recently, has been little more than a specialist in some line of work, such as Latin or history, who has risen to the principalship through strong personality or his ability to get on with pupils. Once selected as principal he has had little time to devote to his new duties since he has not been entirely freed from his old duties. Thus he has been unable to devote himself to a study of what was already a matter of record in this new field or do anything along the line of scientific investigation on his own account.

In order to carry forward the study original data were needed that could be supplied only by the high schools themselves. Therefore a questionnaire was sent out to 122 cities in the United States asking for copies of all forms "dealing with the organization and administration of their high schools." Of these cases Iowa furnished 21, the border states, except South Dakota, four each, all other states two each, except Nevada and Delaware in which states there was found but one city within the size limits specified, 10,000—50,000.

a study. One hundred per cent of the cases in Iowa responded; ninety per cent of the states replied, and 74 per cent of the cases included in the study sent forms as requested. The number of forms submitted varied greatly from six as offered by one school to 49 as sent, by another.

The great dissimilarity in number of forms, shape, size, material, color, nomenclature and information revealed at once became obvious. This fact was emphasized the more when at the conclusion of the examination of the data it was found that but one case was recorded where two different cities used exactly the same form. This form had evidently been copied by the second city and the surprising thing was that it had been taken verbatim. With this situation obtaining it must be clear that both principals and teachers labor under a great handicap, necessarily lowering the efficiency of their work, on account of this lack of uniformity in essential records.

The material submitted was treated in the light of all the evidence at hand, whether apparent from the forms themselves, what was written on them, or what was written in personal letters about them. The recommendations are the outgrowth of a thorough study of all the forms submitted and are the result of a systematic combination of the essential features found in the various forms.

[illegible]

NAME _____		Date of Birth _____		
(Last)	(First)	(Middle)	Place _____	
Address _____			Sex _____ Race _____ Nationality _____	
Address _____ (St. No.) (City) (State)			Parent or Guardian _____	
Address _____			Parent's Occupation _____	
SUBSEQUENT HISTORY _____				
PERSONAL EFFICIENCY				
YEAR	9	10	11	12
Application				
Ability				
Initiative				
Dependability				
Mental Tests				
Days Present				
Days Absent				
Times Yarned				
School Activities				
Outside Classroom				
School Honors and Prizes				
Plans for Future				
PHYSICAL RECORD				
YEAR	9	10	11	12
Height				
Weight				
Vision				
Hearing				
Nose				
Tonsils				
Teeth				
Lung Capacity				
Nerves				
Skin Troubles				
Diseases				
Vaccination, Date				
Key for Physical Record: R=Right, L=Left, D=See Dentist, O=See Oculist, M. D.=See Physician, C. R.=Corneal Defect, X=Defective.				

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PUPIL'S DAILY PROGRAM CARD  
CITY STATE HIGH SCHOOL

Name \_\_\_\_\_ Class \_\_\_\_\_ Home Room \_\_\_\_\_  
Parent \_\_\_\_\_ Address \_\_\_\_\_ Tel \_\_\_\_\_  
Date \_\_\_\_\_ Credits \_\_\_\_\_ Locker \_\_\_\_\_

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
I						
II						
III						
IV						
V						
VI						
VII						

[illegible]

To Parents or Guardians

\*\*\*\*\*

This report should reach you on Thursday of the week following each six weeks period.

Please examine it carefully and see whether you think the marks recorded represent the real ability of the student. Remember that failure to maintain a satisfactory class standing is usually due to lack of sufficient study. An average pupil should spend two hours daily, outside of school, on his school work. If this has been done and the pupil is still below what you think should have been attained, call upon the teachers or the principal.

It is suggested that you visit the school frequently and thus keep in sympathetic touch with what we are trying to accomplish. Sign in the proper place and return the report at once. The signature does not indicate approval or disapproval, but only an acknowledgment that it has been received.

First Period	Fourth Period
Second Period	Fifth Period
Third Period	Sixth Period

DEFICIENCY REPORT -- TO THE PRINCIPAL  
CITY - STATE HIGH SCHOOL

Pupil \_\_\_\_\_

Subject \_\_\_\_\_ Date \_\_\_\_\_

Reason assigned \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Recommendation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Teacher

CITY - STATE HIGH SCHOOL

Date \_\_\_\_\_

The work of \_\_\_\_\_ was not satisfactory in the following subjects during the last month:

Subject		Remarks

The record of attendance and punctuality during the past month is: Half-days absent \_\_\_\_\_ Times tardy \_\_\_\_\_

Consult with the proper teachers or the principal regarding these delinquencies. \_\_\_\_\_ Principal

Please sign and return the notice at once as evidence that it has been received. \_\_\_\_\_ Parent

Some schools use three forms in the matter of delinquent attendance alone, sending one when the pupil is first absent, a second a few days thereafter if the pupil has not returned, and a third at the end of the current month. It seems that with an attendance officer properly functioning, and by using the telephone and other means at hand, so much expense of time and money for this purpose can scarcely be justified.

(Continued on Page 140)



# Credit for Professional Improvement

Bertha Y. Hebb, Washington, D. C.

In thinking of the staying quality of a teacher one naturally turns to her loyalty, for as a means of earning a livelihood the profession is not, as has been discussed and rediscussed, alluring. But there is an additional item which doubtless serves as a retaining factor: and that is the awarding of remuneration, as is now done by many school boards, by which the teacher may be enabled to pursue some plan for her own self-improvement.

The plans recognized by school boards as worthy of remuneration include almost any activity which is thought to add to the teacher's efficiency: such as attendance at summer school; correspondence courses; outside professional reading; winter courses at universities; and approved travel. Sometimes a bonus is granted for this activity, usually about \$2.50 to \$6, which may be added to the monthly salary the year following the course; or a cash bonus of \$25 to \$60; there may be reimbursement for university courses; an advance upon the salary schedule, in addition to the normal advance, may be offered; and, in the case of educational travel, one-half pay while absent may be granted.

As might be expected, many bright and ambitious teachers are availing themselves of this privilege. The superintendent of schools of Rochester, New York, reported in 1919 as follows:

"An additional article has been passed by the board of education since the publication of the rules and regulations to the effect that any regularly appointed teacher in the public schools might take two courses in the University of Rochester during each semester and that such course would be paid by the board of education. At present there are over 400 teachers taking advantage of extension work in the University of Rochester. "He further stated that more than 100 teachers took advantage of the summer school plan offered the same year, and twelve, the plan for educational travel.

The following table contains extracts from the regulations of a few school boards regarding the type of professional improvement for which credit is granted, together with the amount paid. From the dates of the regulations it might be inferred that the movement is of recent origin. This fact, however, while true to a great extent, cannot always apply, for in some instances the regulations may be but revisions of former rulings.

In addition to the cities whose rules and regulations, or other sources of information, specify the amount paid for the professional improvement of teachers, the following merely specify that credit is granted for such activity:

Allentown, Pa.; Alton Ill.; Amesbury, Mass.; Altoona, Pa.; Antigo, Wis.; Birmingham, Ala.; Clinton, Mass.; Columbus, Ind.; Denver, Colo.; Greeley, Colo.; Hackensack, N. J.; Hannibal, Mo.; El Paso, Texas; Highland Park, Mich.; Janesville, Wis.; Junction City, Kans.; Kansas City, Mo.; Laramie, Wyo.; Lawrence, Kans.; Manitowoc, Wis.; Marshfield, Wis.; Mayfield, Ky.; Morgantown, W. Va.; Muscatine, Iowa; Norristown, Pa.; Rockford, Ill.; Richmond, Ind.; Roanoke, Va.; Saginaw, Mich.; San Diego, Calif.; San Francisco, Calif.; Virginia, Minn.; Webster, Mass.; and Wyandotte, Mich.

## CAUSE AND NATURE OF CREDIT

Cities (with source of information where available).	Credit granted for:	Nature of credit:
Beloit, Wis. ....	College summer term .....	\$50 additional salary paid at end of each year to all teachers attending, and who earn at least two major standings every other year.
Boston, Mass. ....	Study or travel .....	Half pay; one year's leave in eight.
Butte, Mont. ....	Attendance at summer school.....	Teachers receive one month's salary for attending.
Cambridge, Mass. ....	Study or travel .....	Half pay; one year's leave in eleven.
(Rules, Sch. Com., 1918.)		
Canandaigua, N. Y. ....	Attendance at summer school .....	Double increment granted the year following summer course. Increment doubled only for one summer session in each five-year period beginning with 1920.
(Sal. sched., 1920-21.)	(Does not apply to probationary, or three years of service teachers.)	
Cleveland, Ohio .....	Study or travel .....	Time devoted to study may be credited for purpose of determining teacher's salary.
(R. & R., 1918.)		
Elkins, W. Va. ....	Correspondence course in approved method of penmanship. (Applies to grade teachers.) Extension work from normal school, college, university, or reading circle work as outlined by superintendent.	Salary increased \$2 per month.
(Sal. sched., 1920.)	Attendance at summer school in approved normal school, college or university, with certificate showing that at least three subjects have been studied for a term of six weeks, and after one year's experience in Elkins.	Salary increased \$6 per month the year following.
Elyria, Ohio .....	Six weeks in approved travel, or attendance at approved summer school or summer session of a college or university, provided salary does not go beyond maximum. (Applies to grade teachers.)	\$50 in addition to regular increase on salary schedule. (Not more than two summers of travel shall be recognized by an increase.)
(Sal. sched., 1920-21.)		
Kalispell, Mont. ....	Four weeks' attendance at summer, state, normal, or other school of equal standing, provided increase does not raise salary above maximum.	Additional \$5 per month for each of the ten school months, in addition to the possible yearly increase in salary.
(Sal. sched., 1919.)		
Kenosha, Wis. ....	Attendance at summer school; correspondence work; summer travel trip beyond boundaries of state. (Applies to elementary teachers.)	Upon satisfactory showing, teacher will be placed in salary schedule two steps higher than previous year.
(R. & R., 1920.)		
Plymouth, Conn. ....	Attendance at summer school .....	Bonus of \$50.
Muskegon, Mich. ....	Attendance at summer school .....	Additional salary of \$50 paid year following such work.
Newark, N. J. ....	Study or travel .....	Half pay; one year's leave in eleven.
(Sch. Bul., December, 1920.)		
New Rochelle, N. Y. ....	Study or travel .....	Half pay; one year's leave in eight.
(—, 1919.)		
Newton, Mass. ....	Study or travel .....	Half pay; one year's leave in eight.
(R. & R., 1921.)		
Richmond, Va. ....	Study or travel .....	Half pay; four and one-half months' leave granted after three years' service.
(—, 1919.)		
Rochester, N. Y. ....	Study or travel .....	Half pay, but not to exceed \$1,000; one year in eight.
Trenton, N. J. ....	Study or travel .....	Salary not forfeited, except \$50 per month for substitute; one year's leave granted, but frequency of the privilege not stated.
(Applies to elementary teachers.)		
Scranton, Pa. ....	Approved study in addition to college graduation equivalent to one year of postgraduate work.	Special maximum of \$200 above maximum specified in the schedule (at rate of \$50 a year) to be given to high school teachers.
(Sal. sched., 1920.)		
St. Cloud, Minn. ....	Attendance at summer school .....	"A maximum bonus of \$100 will be given for each of not more than four summer schools of work, approved by superintendent. Bonus will be paid in two equal installments in December and April of following year, payment conditioned upon service at time of payment."
(—, 1920-21.)		
Topeka, Kan. ....	Attendance at summer school .....	Bonus of \$50.
Vancouver, Wash. ....	Attendance at summer school .....	Teachers who earn usual credits in recommended course shall receive \$60 additional compensation each year for two years, or for four years if two successive summer schools are attended.
(—, 1921.)		
Hackensack, N. J. ....	Approved course of professional study amounting to at least one unit.	Additional increase of \$50 the year following the completion of the course.
(—, 1920.)		

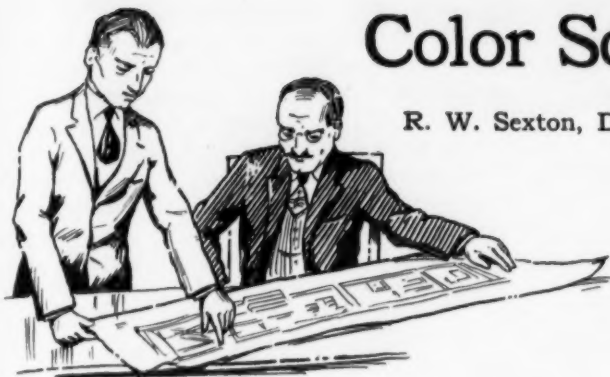
(Table Concluded on Page 140)



# Color Schemes for Schoolrooms

R. W. Sexton, Division of Architecture, Board of Education, Cleveland, O.

Illustrated with Drawings by the Author



By experience, we are coming into the realization that color is really a vital factor in the molding of our lives and characters and that it should be brought into the environment of our homes, of our offices and of our halls of recreation and learning. Nature has shown us through the sky, the trees, the grass and the flowers, in fact through everything that she has given us, in what high regard she holds color. Only those things of man, earthly, lack color, and, as I say, we are slowly but surely, awaking to the fact that all things to properly serve their purpose in this world should be clothed in color. We started to show this tendency first in our homes—the first place in the world and in our lives where we look for good influences. And today we have progressed so far in this line that even public buildings, where rigid economy is enforced in construction, greet us with cheery colored walls and artistic and harmonious decoration. What more appropriate place, I say, could be found to clothe in nature's colors, that its atmosphere of happiness and cordiality and its influence on character and temperament may serve to the best advantage, than the school-rooms where the lives of our children, the fathers and mothers of generations to come, are so largely shaped?

Let us picture in our imagination a school-house with a decorative scheme worked in each room and all rooms together, that would radiate with real happiness to all who entered there. In your mind compare it with the little school-house of years gone by, or even, perhaps, with the modern building in your home town.

We shall first consider the entrance hall. As in the home and in the apartment, and in fact in any building, the entrance hall plays a most important part which is often overlooked. We unconsciously form an opinion of the entire interior of a building when we stand in the doorway looking into the entrance hall. First impressions are deeper and more lasting than subsequent impressions. When we call at a home for the first time and find the owner unable to see us and we get no further than the front door, we leave with an idea of that home as formed by the impression received from the front doorway looking into the entrance hall.

I am not pleading for a *large* hall, but rather for one of good lines and in good proportion and of pleasing color. Just so does the color effect of the hall make its impression on us. The outstanding consideration in selecting color for a hall is that it must make an appeal to all types of tastes, artistic and otherwise. This may sound somewhat like an impossibility, but the secret to such a scheme is *not too much color*, in order not to give too much chance for criticism,—but rather to please all in a less degree, than to please few in a great degree.

Figure 1 shows an entrance hall of a new school in Cleveland. It is small, but in good proportion and of good architectural lines. It is designed in the English Gothic style with walls of art stone,—not allowing of much color,—and a tile floor.

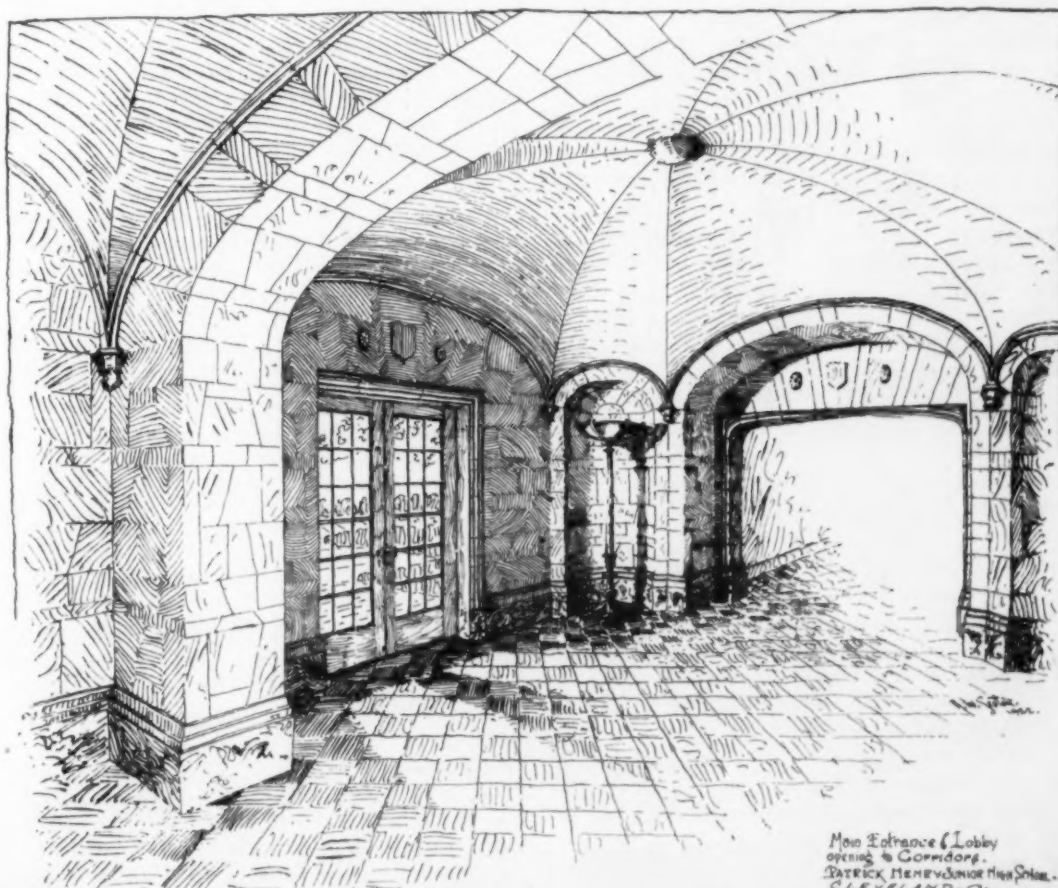
This I consider a good entrance hall for a school building, because, first, the architectural design is good by precedent, there being enough in details to attract, but not too much to dismay. Second, the slight color of the walls, shaded irregularly by the stones, is pleasing to almost any, if not every, taste. And third, the dark and light tiles of the floor relieve the one color of the walls and contrast both in color and in line to the wall treatment. (The tiles in this case are black and cream color). Such a scheme could be worked out to good advantage in a hall of simpler details, to give very much the same effect, especially in color.

Corridors in buildings of school type require certain care in selection of color, governed principally by the colors of the rooms to which and into which they open. A corridor of strong yet pleasing color is not good, especially if in a color contrasting to a room color. Nor is it good in any case, if the color of the corridor naturally detracts from the color of the more important room into which it opens. Therefore, the same rule applies as to the halls—use soft colors that will please all tastes and be in harmony with all colors. Walls of halls and corridors painted in one flat color may be relieved of any monotonous effect by applying an ornamental geometric stencil pattern, in colors, directly beneath the picture moulding or ceiling. This will add color to the plain walls, but will not be noticeable enough to be jarring, as it will be out of the direct line of vision. As an instance of this treatment, look at a typical hotel lobby: its walls probably of some marble, in

shades of one color, and the only other color in the room decoration brought into the ornament is in the design of the ceiling. The plain color of the walls satisfy, but do not disturb, the eye of the casual passerby, but the eye of those who remain to sit in the lobby—very often many—is relieved at finding a variation from the wall color in the ceiling ornament. Did you see my point?

From a decorative point of view, the auditorium corresponds to the living room of the home, in that here each school has a real show room and in which there is an individuality of its own. This is generally the one room of the building in which the architect is allowed to display his ability as a designer. Therefore, the color scheme must be determined to a great extent by the design. Of course, certain combinations of colors can be applied to various designs of rooms, but the *proportion* of colors used—the keynote to all real color schemeing—depends entirely on the design, and, consequently, the effect also.

Figure 2 shows an auditorium decorated in a color scheme of putty color and dull green. The entire walls and cornice are of putty, shading lighter into a cream ceiling; the pilasters and members of mouldings forming panels on the walls are treated in green, including the mouldings of the panels on the proscenium arch. This green is also carried into the ornamental brackets of the cornice and the little relief ornament on the wall panels. The putty color ground of the panels of the arch is de-



Main Entrance & Lobby  
opening to Corridor  
PATRICK HENNEBERRY, Architect  
CLEVELAND, O.

FIG. 1. ARCHITECT'S SKETCH FOR THE ENTRANCE AND LOBBY OF A CLEVELAND SCHOOL.



corated with an ornamental pattern in contrasting colors. This at once makes a feature of the arch, placing all other decoration *subordinate* to it, a feature which would be utterly lacking if these panels were left plain, and moreover, the effect of these bare panels would be uninteresting and disturbing. Besides, should the color scheme of the putty and green fail to satisfy anyone, they could surely find their sympathetic color in the decoration of these panels, and, consequently, overlook, to a great extent at least, their criticism of the main color scheme.

The cafeteria or lunchroom offers another opportunity for an interesting decorative treatment, for here, as in all dining rooms, we can use brighter, yet always harmonious, colors than in any other room of the building. The main reason for this is that so little time is spent in this room during the day, especially in proportion to the amount of time spent in other rooms. The other reason is that while we are in the dining room we are so taken up by the subject of eating, that we do not take time to notice the color scheme as in other rooms, unless it is exceptionally bad.

Do not understand from that remark that I mean to allow poor color here because you may "get away with it"—quite the contrary. For the brighter and the more colors we are allowed to use for a decorative scheme, the greater is the opportunity for a wonderful scheme. Nothing is more displeasing than a dining room in bad taste, while bright colors in harmony and good taste encourage appetite, which points the way to good health. I suggest as the best way to unite bright colors in a good combination for the decoration of a school lunchroom, to use a soft and light shade of yellow or green for the walls, and apply to this, decorative patterns, forming a frieze, wall panels, or what is best suited to the design and proportion of the walls, the design to embody fruit, leaves, flowers, etc. This gives an ample chance for bright colors in correct proportion to any room. Figure 3 illustrates this scheme.

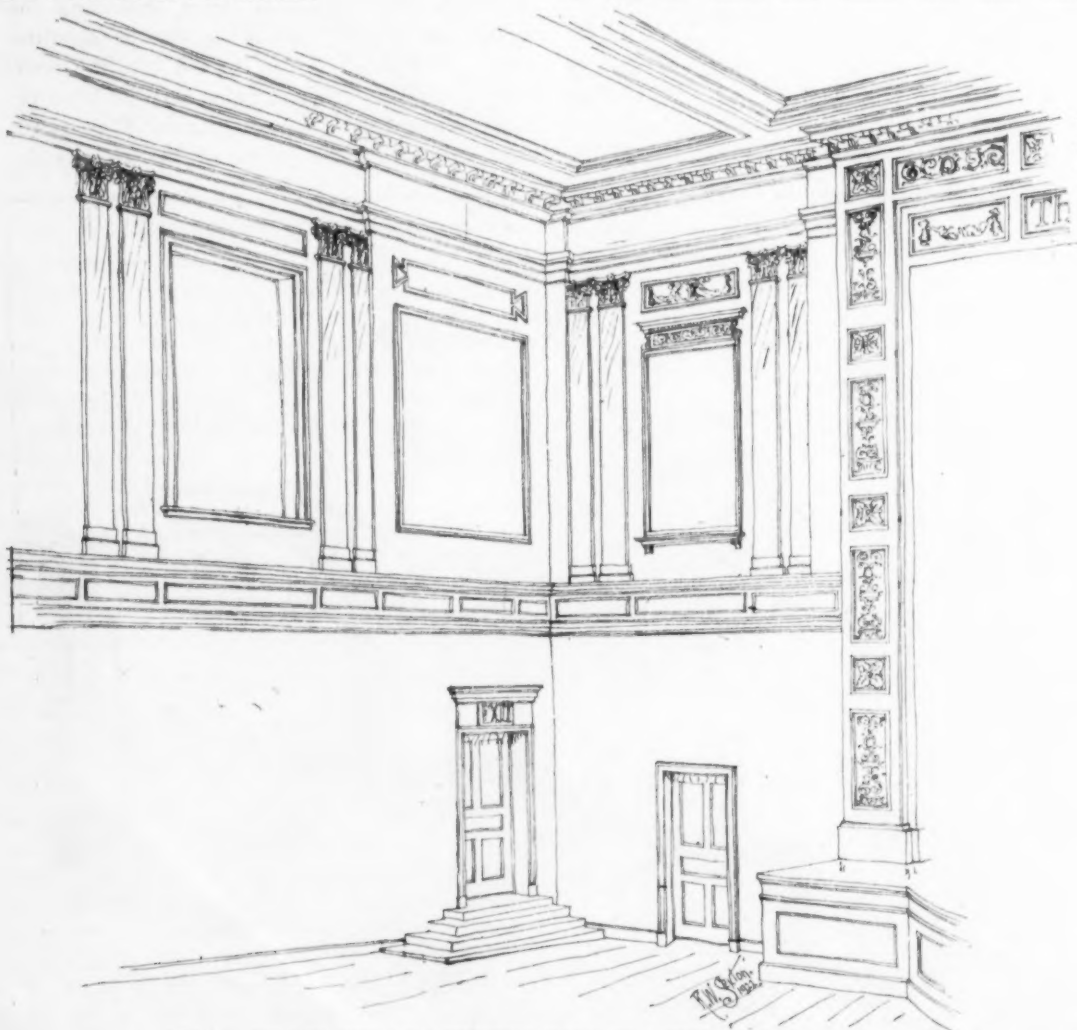


FIG. 2. SKETCH FOR AN ASSEMBLY HALL IN A HIGH SCHOOL.

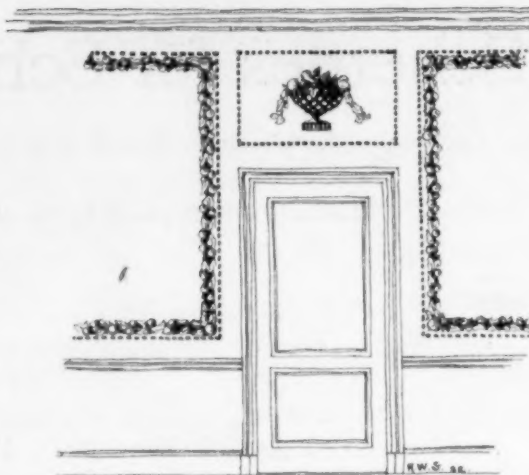


FIG. 3. SKETCH FOR A LUNCH ROOM.

We are confronted with more of a real problem when we attempt to make color schemes for classrooms, for here, as a rule, are bare walls, broken only by doors, windows, and blackboards. In most cases, I would suggest that all classrooms on the same floor be treated alike, especially the ground color of the walls and woodwork. As a variation, an appropriate decorative motive may be applied in some way to the walls of, perhaps, the kindergarten and senior study. Combinations for walls and woodwork of the classroom type are almost unlimited. Light colored walls and wood dark enough not to show all dirt and finger marks are advisable. Shades of yellow are likely to be more pleasing to the majority and seem to radiate more happiness and life. Woodwork stained color of weathered oak or silver go well with yellow walls. Dull blue walls with putty color wood is also a generally pleasing combination. Shades of red are not satisfactory day after day to different tastes.

Some people prefer to keep all classrooms, especially in neutral gray tones, claiming that these shades are least displeasing to the eyes of various tastes and make the best back

grounds for pictures, etc., which may be hung on the walls. But I recommend more color than this, for, first, school children, as a rule, have not formed any definite taste of any kind for colors, and second they come to school to be educated. Why not show them in the decoration of their classrooms, etc., what good taste and pleasing colors really are, and what a great effect they have on minds and temperaments?

For rooms used for manual training, wood work stained English brown oak shade with walls tinted in a copper color makes a good scheme and the stained woodwork will stand better the rather rough knocks likely to occur in this type of room.

Avoid imitation mahogany for woodwork, as it is not pleasing to the eye, nor does it harmonize well with other colors.

Of course, there are many conditions which arise to make certain colors more, or less appropriate to certain rooms, and for that reason the above suggestions may be criticized if taken too literally. For instance, the direction which a room faces, the numbers of windows in it, the height of the ceiling, the monitors over, each play some part in the selection of the final color scheme. These suggestions, therefore, cannot be understood to apply to any and every room. However, a slight variation in the exact tone or shade of each color used will almost always make any scheme applicable to any room, and it is in this *proper selection and proportion of each color* that the advice of the expert decorator is required. I, therefore, appeal to you all for more attractive schoolrooms and buildings, obtained by the use of artistic and well selected colors, arranged in good proportion.

#### SCHOOL BOARDS AND TAX FIXING POWER.

The Public Education Association of Pennsylvania in a folder which bears the slogan, "It is divided responsibility and not centralized responsibility that makes for carelessness and extravagance" discusses the subject of school boards and their taxing power, as follows:

"So far as we can learn, Pittsburgh and Philadelphia are the only cities in which appointive school boards have absolute tax-determining powers, subject only to legislative restrictions as to maximum and minimum levies. It is interesting to note, however, the reaction of school officers throughout the country to this as an academic question.

"The practice of electing, rather than appointing school boards is so prevalent as to be practically universal. The outstanding exceptions are the cities of New York, Chicago, Philadelphia and Pittsburgh.

"In response to the inquiry, 'Is it objectionable for appointive school boards to have tax-determining power?' most replies dismiss the matter by the mere statement that the school boards within the knowledge of those replying are elective. A few of these volunteer an opinion that it is objectionable. Eight of them have a positive conviction that the school board, however constituted, should be under no restraint in determining the amount and disposition of the school levy, except a legal limitation as to its maximum. Three believe that 'only elective bodies should be intrusted with tax-levying power.' But even these agree that the remedy should be to change from the appointive to the elective system rather than to transfer the control of school financing to a non-school agency.

Some characteristic answers to this inquiry follow.

"These functions belong to a school board, no matter how chosen."

"Our experience in Texas does not justify an expression of opinion that members of a school board chosen by appointment are less likely to be economical with school funds, and indicate less responsibility to the people than boards of trustees elected by popular vote. We have both plans in vogue, according to the special charters of cities, and so far we have had no friction along this line."

"As I see it, the manner in which members of the board of education are chosen does not affect the situation (control of funds) one way or the other."



FRONT VIEW, JEFFERSON SCHOOL, SACRAMENTO, CALIF.  
An interesting adaptation of English domestic architecture adapted in plan to the Sacramento Companion Class Plan.

## The Companion Class Plan

Ruth Thompson, San Francisco, Calif.

With the raising of \$3,064,000 for school building purposes and the prospect of a bond issue for \$1,250,000 more this spring, Superintendent Charles C. Hughes of Sacramento, California, has inaugurated the Companion Class plan in that city. The plan is one which he formulated from conclusions drawn from many educational schemes for the betterment of school management and from actual administrative experiences. It calls for a special type of building.

The Companion Class plan is so named because two companion teachers have the use of the same classroom with their pupils through an arrangement of lesson and time schedules. This holds for pupils of the first five grades. The sixth, seventh and eighth grades have regular departmental work.

The Companion Class Plan includes features which are a radical departure from the old type of schoolroom and work. The classroom in this plan, is departmentalized but the subject is not: The pupils in the first, second, third, fourth and fifth grades change classes for their work but they do not change teachers. The teacher changes with her class. The classroom has double use by reason of this change. Lesson and time schedules are arranged into what are called Alpha and Beta programs.

School subjects are divided into foundation and applied subjects. Foundation subjects are the usual elementary subjects. The applied subjects are drawing, music, nature study, manual training, stories, laboratory, geography and physical training. Attractive rooms with appropriate atmosphere through artistic furnishings are used for the applied subjects while the foundation subjects are taught in the conventional classroom. Children are supervised in study and play. Home study is abolished as is "the great pell mell recess."

Blackboards are practically abolished.

A promotion plan is established whereby chil-

dren are promoted not through the medium of examinations but by their growth and ability to grasp their lessons and the ones to come in the following grade.

Continuous report cards are used so that a teacher can examine the past records of the child.

The "departmentalized classroom" is interesting. The conventional classroom for the applied subjects is very similar to the ordinary schoolroom. The difference is only in movable desks, little if any blackboard space and the small lockers on one side of the classroom for the pupils who have not desk room. As but one class is in the room at a time, each pupil has his own desk though one companion keeps his books in the desk while the other uses a little locker. There are two teachers' desks side by side. If the pupil moves from his classroom to the music room he finds a complete change of atmosphere. Wooden pews take the place of desks, pictures of composers are on the walls, a piano is in the room. Perhaps it is the science room to which the change is made. This room too, has its appropriate furnishings. There are tables, a sink, gas jet. If it is geography there are the maps, globes, soils and pictures.

The gymnasium or the yard serves for the physical training classes. The stories are told in a story corner or out under a tree in the yard.

Each room having its own atmosphere makes the conventional classroom seem entirely out of place when it comes to the teaching of music or art.

The teacher through the system becomes a "class teacher," not a "classroom teacher". She teaches all the subjects though she is under the supervision of special teachers of those subjects.

The day's work in the Sacramento schools has been divided into periods following the best authorities and experience of the superintendent

as to the length of time the pupils of different ages and grades should be permitted to devote to recitations or to study without being mentally fatigued.

The schedule has been worked out as follows: First and Second grades, ages six to eight years, fifteen minutes; Third, Fourth and Fifth grades, ages eight to eleven years, twenty minutes; Sixth, Seventh and Eighth grades, ages eleven to fourteen years, thirty minutes.

When the length of the periods had been set aside together with the time devoted to physical training and the noon hour, the foundation for a time schedule remained. With this remainder the distribution of recitations and study periods was made.

After the time schedule had been fixed the time was divided among the subjects as to how often each should be taught in the week. Proper attention has been paid to measures of value among subjects in the Sacramento schools. The emphasis is steady and the value fixed. This is true because different teachers vary in their stressing various subjects. They do not always place proper emphasis upon studies. This is provided for in the Sacramento program though the teacher is not hampered by the schedule in any way. She can be as original in her teaching as she desires. She may choose her own method and use it if she is getting results. She may make her own program. The only condition is that she maintain measures of worth and relative value in the lessons.

Regarding the Alpha and Beta programs Superintendent Hughes says:

"In working out the idea that the conventional classroom was built and equipped for conventional subjects and that the special subjects have been forced into a type of classroom not entirely fit for the work they represent, it was found that the conventional classroom would be out of use a part of the time. The problem then was to put these vacant classrooms at work. The



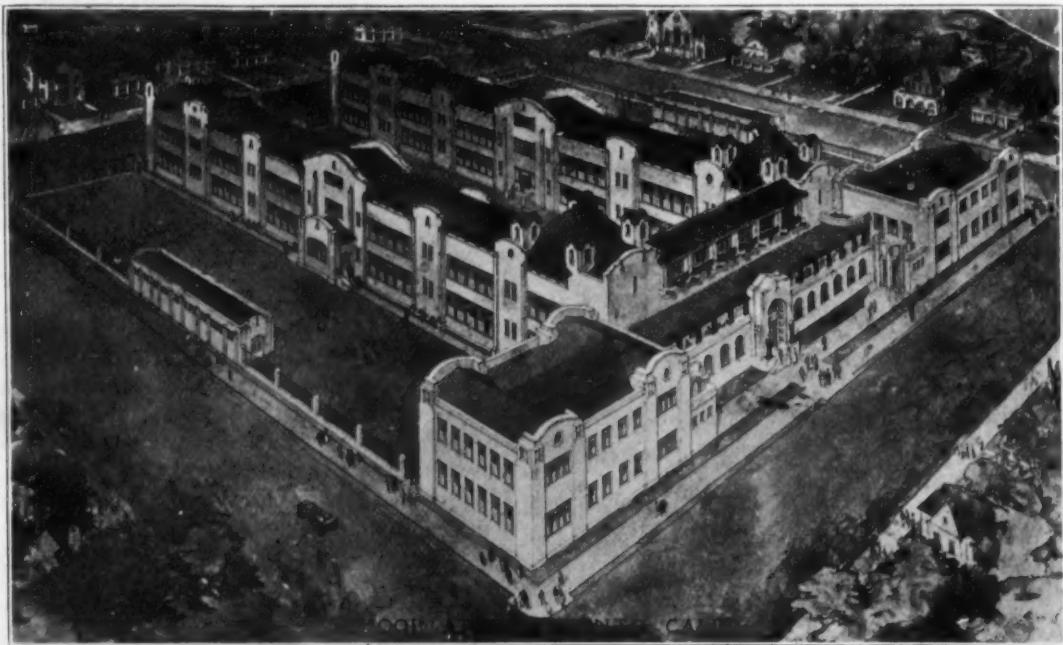


DETAIL OF WILLIAM LAND SCHOOL, SACRAMENTO, CALIF.  
(Entrance to School at left, to Auditorium at right.)

Sacramento plan does this by so arranging the applied and foundation work that the primary classroom can be vacated for foundation work one-half of the time. Then by the working out of the programs which we term the "Alpha" and "Beta" programs, one class coming earlier in the morning and going earlier in the afternoon, the periods alternating during the day, the problem for use has been solved and we use each primary grade room for two classes. The classes alternate, of course, as they are "Alpha" or "Beta". Each class is in forty minutes, out forty minutes, in sixty minutes, and then has an hour and twenty-five minutes for noon recess; and in the afternoon they are in forty minutes, out forty minutes, and in forty minutes. The plan was at first criticized on the ground that there would be too much moving and that there would be time lost. This has not been found to be true. The children do not become as easily fatigued as when they sit during long sessions; discipline is very much easier because they do not become restless; the teacher is brighter and stronger because she does not stay long in the vitiated atmosphere of the classroom. In the grammar grades the saving in classroom is not quite so great because of the larger number and more time needed for foundation subjects. However, each grammar grade classroom takes



VIEW OF THE COURT YARD, WASHINGTON SCHOOL, SACRAMENTO.  
IN USE BY CLASS IN FOLK DANCING.



WASHINGTON SCHOOL, SACRAMENTO, CALIF.  
A TYPICAL COMPANION CLASS BUILDING.

one and one-third classes. The plan is, therefore, not only economy in the work of the schools, but economy in the use of the school buildings."

It was found necessary to divide the subjects into foundation and applied to protect the essentials from encroachment and to establish a plan whereby the classroom will fit the subject. The superintendent declares that with the right kind of teaching the fundamentals of education will permeate all subjects, both the foundation and applied.

The Sacramento plan does away with home study. Under it the pupils are trained to study. The superintendent claims that it is more important to know how to study than it is to know how to recite. This important phase of education comes under the direct care of the teacher and not the home. In the school conditions are right. There is opportunity for concentration and the light and ventilation are properly arranged.

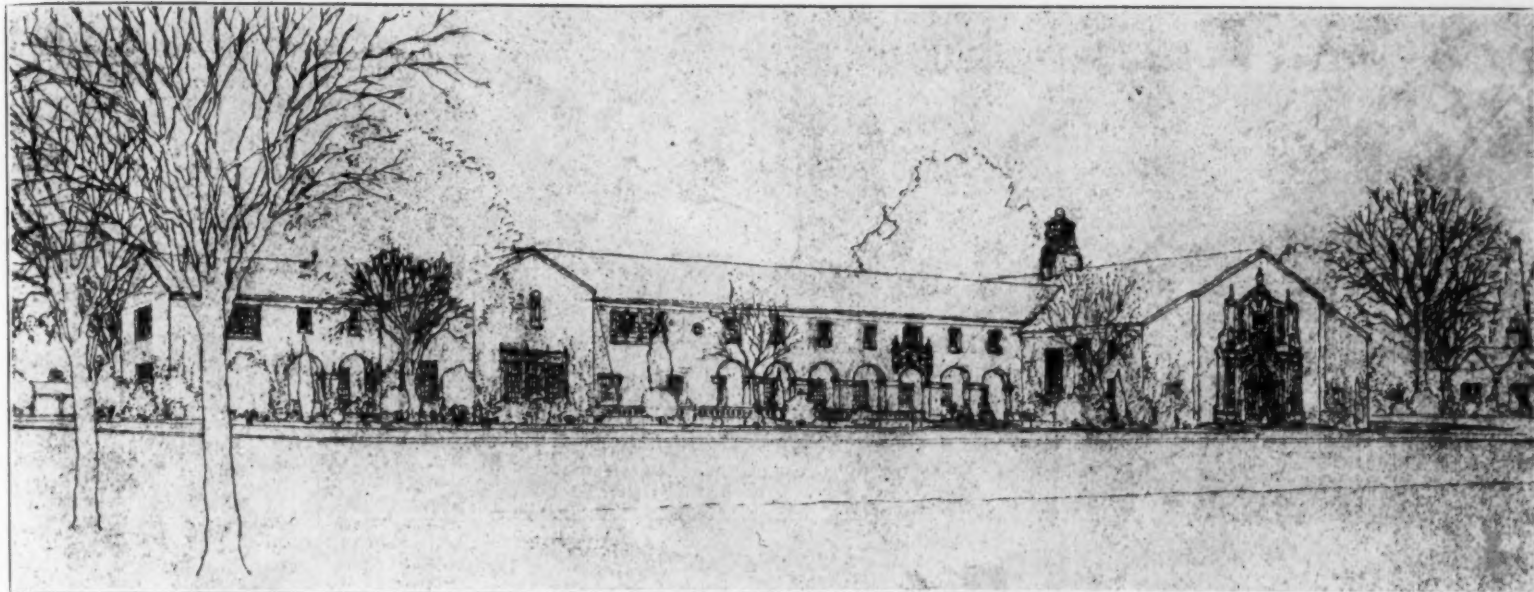
There is no common recess in the Sacramento schools. The group teacher takes her class out when the time for recreation comes and plays with the children. As a rule the older and younger pupils do not mix. Each grade keeps with his own class.

The abolition of the blackboards is one of the features that the visitor observes immediately. Instead of the unsightly, formal lines of blackboard, in the Sacramento schools, attractive pictures, plants, specimens of good work, greet the eye.

Blackboard in the schools belong to the same era as the slate, the common soap, towel and drinking cup, according to the Sacramento superintendent. It is unsightly. It is insubstantial in that it fills the room with millions of tiny grains of chalk dust which the children breathe into their lungs. It prevents the maximum of light for the children. It is an expensive part of schoolroom equipment.

The Sacramento teachers have found that they can conduct classes without the use of much blackboard. Pencil and paper is cheap and drills are held at the child's desk. It is not necessary for exercise that children go to the blackboard, for the physical training classes provide exercise.

Just enough blackboard is placed in the Sacramento schoolroom for illustration by the teacher.



EL DORADO SCHOOL, SACRAMENTO, CALIF.  
TYPICAL OF GENERAL DESIGN AND ARRANGEMENT OF NEW COMPANION CLASS BUILDINGS.

The probation scheme in the Companion Class plan is logical. Superintendent Hughes explains it thus:

"Promotion from group to group eliminates the old type of examination entirely. It is believed that the passage from one grade to another should not be based upon a final nerve-racking throw. The normal child should improve day by day, and the normal teacher should be able to know, without examination, whether the child has increased his ability and capacity to an extent such that he is able to undertake the work of the next grade. There can be no such thing as an average. If, at the beginning of the term the child's work is excellent, and at the end very poor, we cannot say that the average is good. Something is wrong—the work is weak; or, if at the beginning his work has been very poor and at the end of the term he has become very strong, we cannot say that he averages good; he has done excellent work. It is the present worth that counts, after all. Our scheme is based upon a three-fold judgment, with the teacher as the judge. The teacher is to base her opinion, first, upon the daily recitations of the child; second upon the written work of the child; third, upon the child's effort, the latter being the most important, and the one usually lost sight of. The effort of the backward child is worth as much, or more, than the effort of his more brilliant schoolmate. Under our system, where all the work is done in the schoolroom under the supervision of the teacher, we are able to judge very completely, all of these points, and especially of the pupil's effort."

The continuous record cards used follow the pupil through his eight years in the elementary school. Statistics and knowledge of the child's mental and physical development are kept and are of aid to the teacher in guiding her in her work.

Special buildings have been planned by Superintendent Hughes to be used in conjunction with the Companion Class plan. The new schools are larger than the ordinary type of school structure. They are built on not less than city blocks and are within easy walking distances. These buildings are built of concrete and will be usable for the century to come. As the material is concrete it is not necessary to carry much insurance on the schools and the repairs amount to very little.

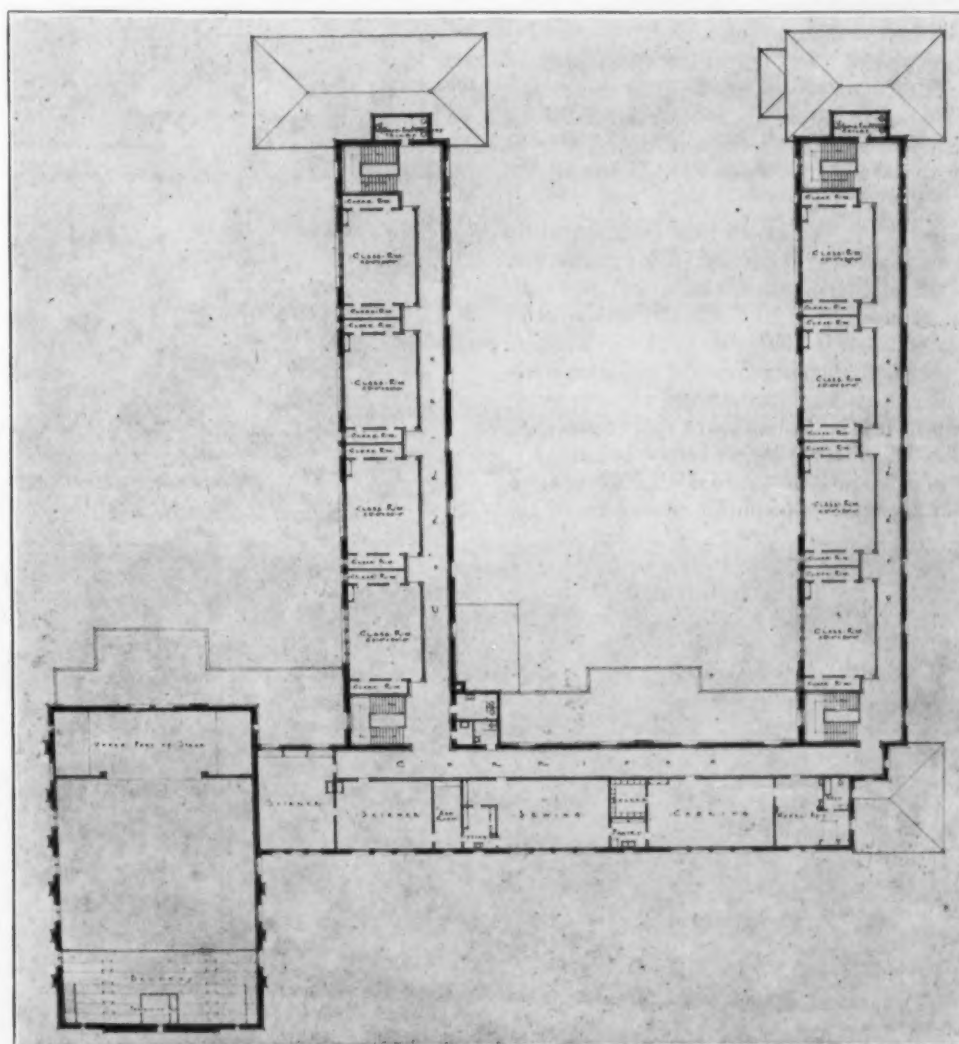
Besides the saving of expense in insurance and repairs a large building is counted economical by Sacramento because "it reduces the cost per child on account of reduction and better control of running expenses. From an educational point of view the large buildings are

better since there can be no finer division of classes and a teacher can be given to a single section which she can train both in study and recitation."

The first building, the William Land, to be built with these ideas, provided for a standard which could be reproduced in whole or part. The building is so constructed that all rooms face the east thus getting the morning sunlight but being protected later in the day from glare and heat of a south and west exposure. Opposite the cottage windows in the classrooms are large transoms which open in wide open hall ways giving a sweep of fresh air. This makes the rooms practically of the open air type. There are exits of concrete stairways on the outside of every few rooms.

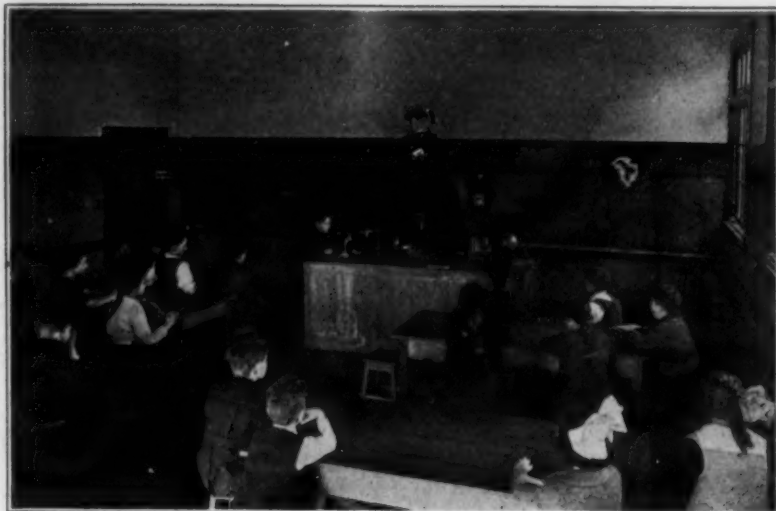
One enters the building by going up few steps. There is no basement. Activities usually conducted in the basement are conducted on the roof in Sacramento. This includes lunch rooms and rainy day programs on the flat roof.

The unit of the building is the classroom. There are twenty-three conventional classrooms in the building. Other departments include: kindergarten, domestic science, manual training for younger and older children, two art rooms, hospital for boys and hospital for girls, showers and bath, two music rooms, science laboratory, model bungalow for girls' domestic science department, assembly room with a seating capacity of 1,200 and a large room for a branch of the city library. This latter feature is added so that children may come in contact



TYPICAL SECOND FLOOR PLAN. THIS PLAN IS THE BASIS OF THE PLANS FOR TEN NEW ELEMENTARY SCHOOLHOUSES OF THE COMPANION CLASS TYPE.





SCIENCE ROOM, SACRAMENTO COMPANION CLASS SCHOOL.



MUSIC ROOM, SACRAMENTO COMPANION CLASS SCHOOL.

THESE ROOMS ARE TYPICAL IN ARRANGEMENT AND EQUIPMENT FOR COMPANION CLASSES.

with books and learn how to use them.

A moving picture outfit is a part of the school equipment.

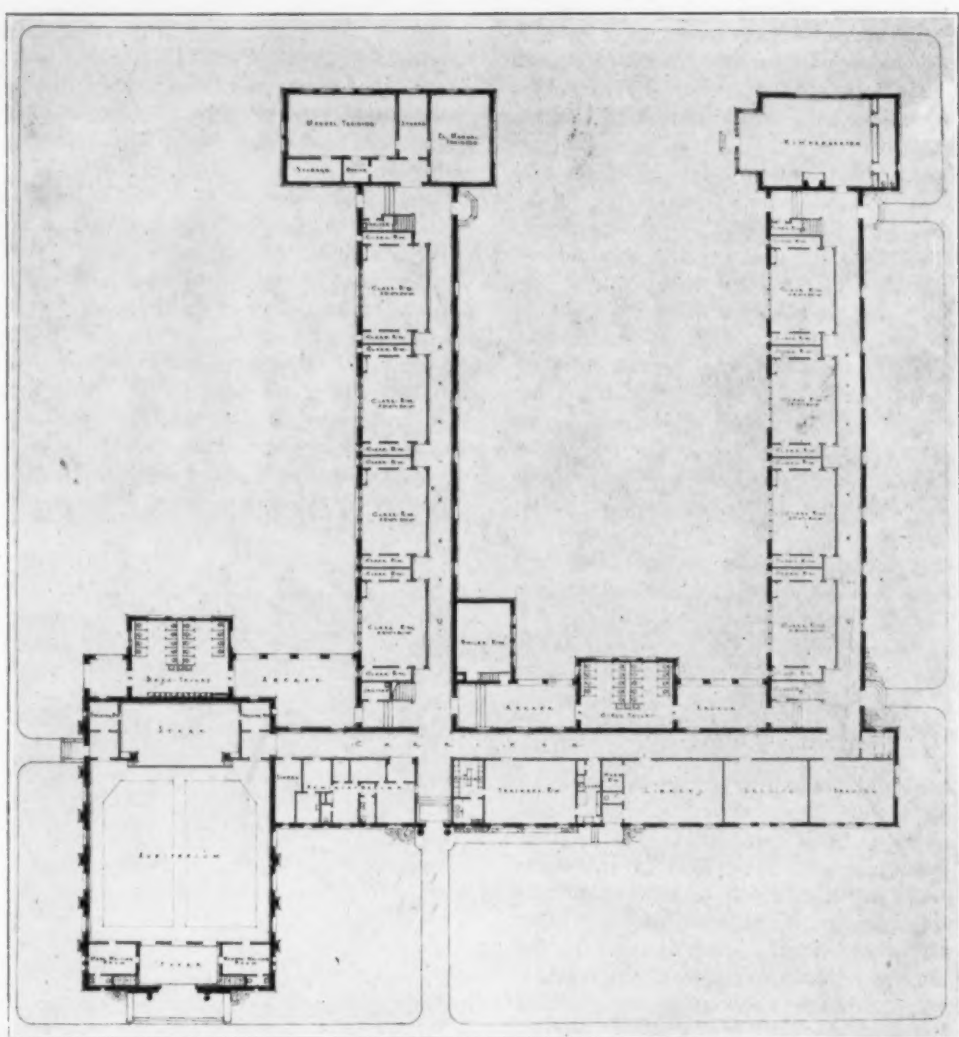
There are seventeen elementary schools in Sacramento. Nine of these are run by the Companion Class plan. Some of the remaining schools are in stage of transition while other old school buildings are too small to be profitably run on that plan. It is expected that the spring bond issue will provide for the completion of five new Companion Class Plan buildings. There are also five high school buildings in Sacramento, including the part-time high school.

In building a portion of the Companion Class building when funds will not permit the completion of the structure until later, the special rooms and auditorium are built, and later as many classrooms as the money allows. In this way, following the Companion Class Plan, class room space is thus doubled and the plan can be used. When more money is available another wing of classrooms may be added.

The results of the Companion Class plan in Sacramento have been good. The plan was first tried out in 1915. Its success has led to its establishment in other buildings in the city as rapidly as the schools can be re-built to suit the plan.

The results on the school may be summed up as follows: saving of money in insurance and repairs; doubling of classroom space; more attractive atmosphere in the schools; measures of value established in the subjects in the working out of programs; arrangement of program gives one hour and twenty-five minutes at noon time; abolition of much of blackboard space; abolition of all fixed furniture; larger school buildings.

The results in the teachers' behalf are: a better understanding of pupils on account of the



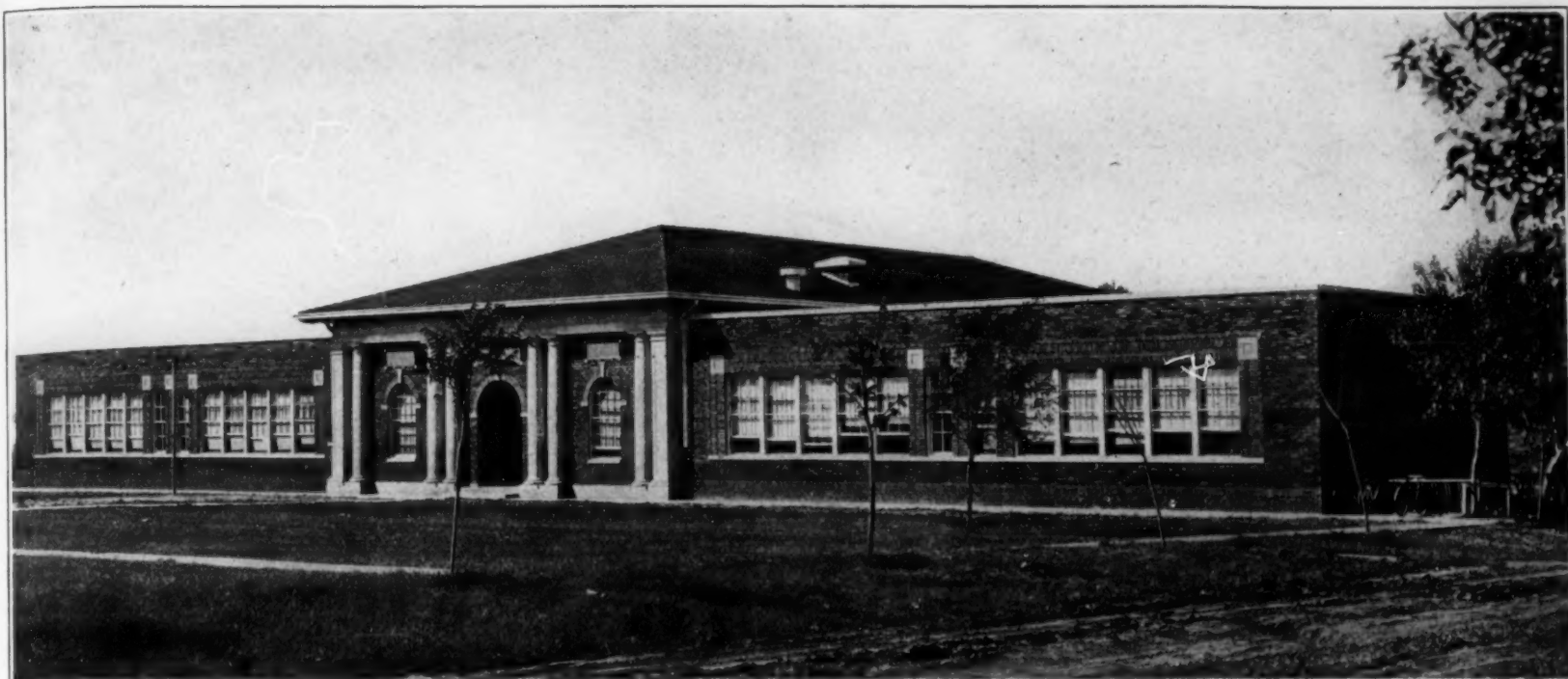
FIRST FLOOR PLAN, COMPANION CLASS SCHOOL, SACRAMENTO.  
THIS PLAN SERVES AS THE TYPICAL OR STANDARD PLAN FOR TEN SCHOOLS. EACH BUILDING VARIES IN SOME DETAILS OF ARRANGEMENT AND EXTERIOR DESIGN.



THE YARD OF A COMPANION CLASS SCHOOL SERVES FOR INSTRUCTIONAL PURPOSES.



A SHOP IN A COMPANION CLASS SCHOOL, SACRAMENTO, CALIF.  
USED HERE FOR A CLAY-WORKING CLASS.



LINCOLN SCHOOL, PONCA CITY, OKLA.  
Layton, Smith & Forsythe, Architects, Oklahoma City, Okla.

supervision in work, study and play; change of air and location in the changing of classrooms; discipline reduced to a minimum; time at noon in which to eat lunch with fellow teachers and discuss work or enjoy relaxation.

We find the pupils deriving the most benefit from the Companion Class plan. The child's benefits are: abolition of home study; learning how to study through supervision; establishment of cultural ideas through the attractive and appropriate rooms for his studies; better physical and moral tone through changing of classes and playing with children his own age; trained in library usage; no rough recess; no nerve-racking examinations; minimum amount of fatigue as the changing of classes prevents sitting through one long lesson after another; effort in work made worth while through the scheme of promotion.

#### THE CLASSROOM THAT I WOULD HAVE.

Charles H. Sampson, Boston, Mass.

Every good workman enjoys working under ideal conditions and insists on having good tools near at hand and ready for use. He realizes that a good result cannot be obtained if other conditions prevail. The employer of this skilled workman should also realize that he too will benefit if working environment is as it should be and implements are of the best. How does this affect the teacher?

In the first place, the teacher may without question be considered a skilled worker. Being such he cannot be expected to produce the desired and expected results unless he has the working tools that properly belong with the particular subject that he teaches. Neither can he be expected to work in a room that is not at all suited to the task which he is expected to do and do well. All of which leads up to the question, "What kind of a classroom would I have?"

It should be said that my subject is *mathematics*.

First, let us not have a class enrollment of more than twenty. That is enough for any teacher to instruct and keep in close touch with. May the room in which this class meets be square in form—not long and narrow? The outside wall side will, of course, be fully windowed; the sides perpendicular to it will be covered with blackboards; the inner wall (opposite the windows) will be occupied by bookcases and cabinets. These to be used for books and other teaching apparatus. These cases are

not to be over four feet high. There is a reason for this will be explained later.

In this ideal classroom there will be no seats of the type usually seen in the recitation room. Seats of this kind have their uses in many lecture rooms in institutions of higher grade than the preparatory school but not here in this room of mine. Instead, I shall want a large round table with a circumference long enough to permit the seating of my twenty pupils without crowding. May we have a strong fairly comfortable, good looking chair for each to sit in?

I shall want models of every description. If a boy asks me what a scalene triangle is I shall want one to show to him. If the question be, "What is a segment of a sphere" may I have a model of one near at hand?

My list of desired apparatus will include complete blackboard equipment such as large chalk compasses, large triangles, straight edge, pointer, sufficient erasers and a good supply of colored crayons. On the board itself there should be a space ruled off for the purpose of properly explaining graphs.

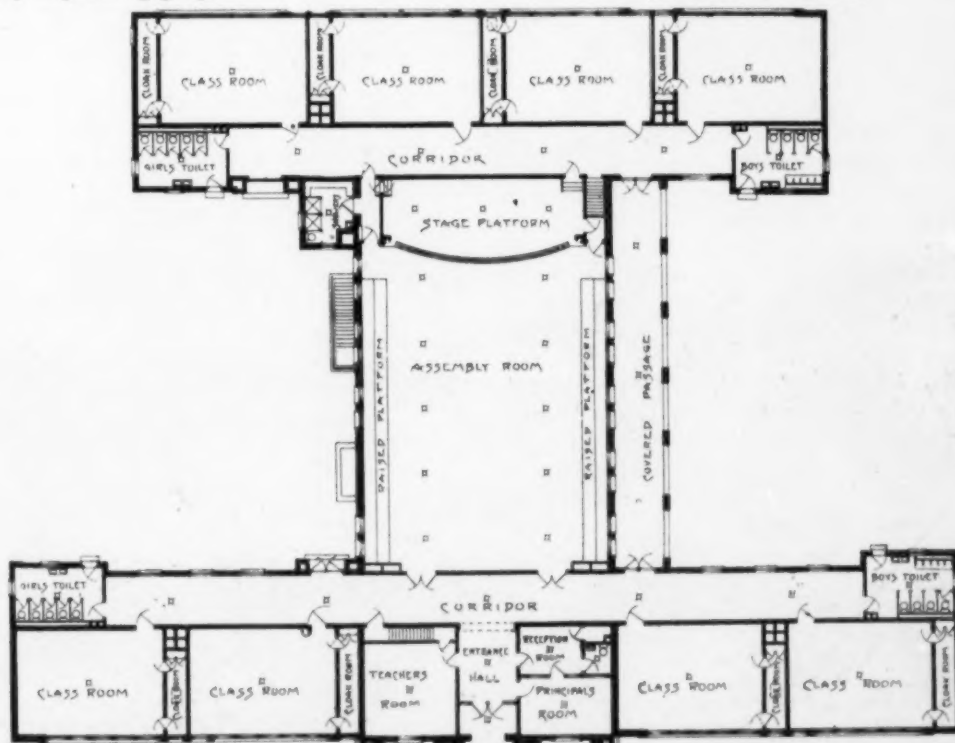
I shall want a reference library containing as many as can be obtained of the best books on the subject that I teach. May I also have on hand a good supply of mathematical intelligence tests that I can use in groups or individually as I may desire? There will be other inexpensive printed aids that I would have from time to time.

A card catalog will be a part of the desired equipment. I shall want to keep a complete record of the work that my students are doing both for present information and for future comparison.

Why do I desire that the cases on the inside wall of the room be not more than four feet high? For what do I wish the wall space above them? There, I want a projection screen. That means that the school where this ideal classroom is located should own a projector. Once or twice a month I can give a lecture that will be both instructive and interesting. A visual lesson once in awhile is a good thing.

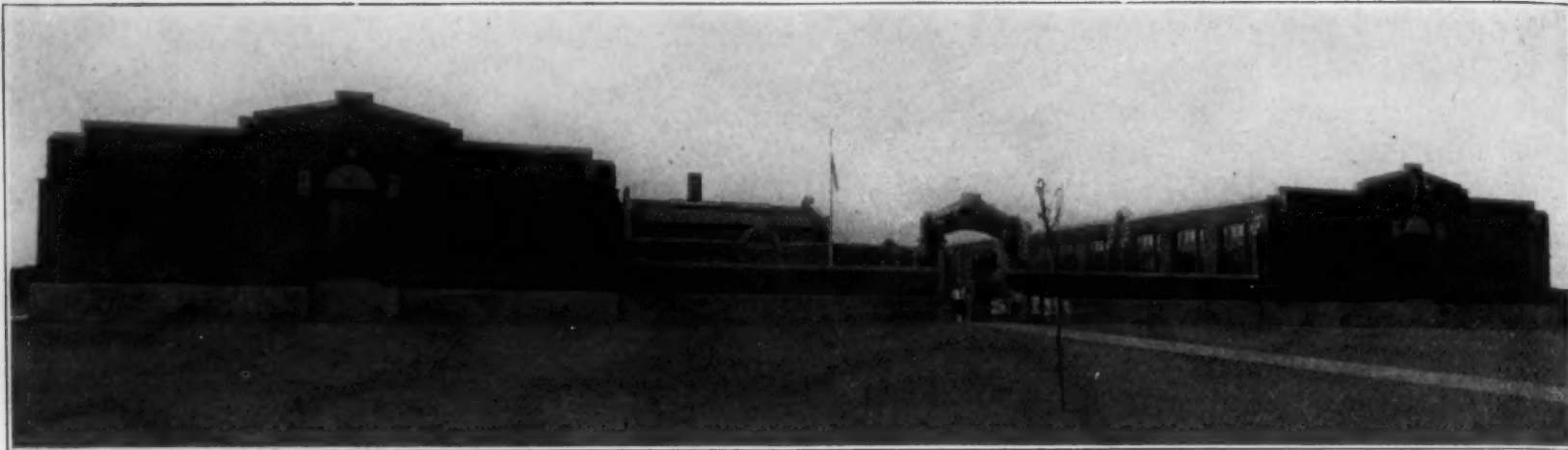
The room that I have described is no doubt too expensive a proposition to have in many

(Concluded on Page 139)



FLOOR PLAN, LINCOLN SCHOOL, PONCA CITY, OKLA.  
Layton, Smith & Forsythe, Architects, Oklahoma City, Okla.





DUNKIRK, N. Y., No. 7 SCHOOL. E. E. Joralemon, Architect, Buffalo, N. Y.

## A One-Story School at Dunkirk, New York

F. R. Darling, Superintendent of Schools, Dunkirk, N. Y.

Number Seven School completed in 1921 is Dunkirk's first venture with a building of the one story type.

Dunkirk is an industrial city situated on Lake Erie, forty miles west of Buffalo. Its factories are engaged for the most part in the manufacture and working of iron and steel and employ large numbers of foreign workmen.

One of these foreign sections of the city has for some years been inadequately served by a poorly constructed public school of an ancient type. To remedy this situation the board of education purchased in 1916 a beautiful six acre site in this quarter overlooking Lake Erie and adjoining a tract of land that will eventually be acquired by the city for park purposes. When fully developed the city will own a combined park playground and school property of fifty or sixty acres along the Lake Shore in the midst of its most crowded section.

Because of war conditions the construction of the building was deferred until 1920, when plans for a one story structure drawn by Architect E. C. Joralemon of Buffalo were adopted. Contracts for construction were awarded to E. J. Bailey of Brocton, N. Y., general contractor for \$169,500, Lewis & Capron, heating contractor of Chicago for \$26,666, E. J. Wood & Co., of Buffalo, plumbing contractor for \$21,534 and the Buffalo Electric Co., electrical contractor, for \$4,707, a total of \$222,407. This together with architects' fees, grading, walks and other extras brought the total cost of the building up to \$250,000.

### General Building Plan.

The building is 200x250 feet in its exterior dimensions. Two wings connected in the rear by the gymnasium, heating plant, etc., extend toward the street, and are joined in front by a low wall and main entrance gate thus enclosing a court approximately a hundred feet square.

The building contains sixteen regular grade rooms, a kindergarten, a room for sub-normal children, a combination auditorium and gymnasium, quarters for domestic science and manual training and is designed to care for approximately eight hundred children. The plan permits the extension of the wings toward the rear so as to provide eventually for a forty room building, built in the shape of a large H. The building is of fireproof construction, the exterior walls being faced with red tapestry brick trimmed with Bedford-Indiana limestone. The interior finish is of red oak.

### Heating and Ventilation.

The building is heated by two Kewanee smokeless firebox steam boilers of eighty horsepower each. The ventilation is provided by a

fan of sufficient size to deliver 37,600 cu. ft. of air per minute. The air is drawn from the outside through tempering heaters and forced through a heat tunnel of reinforced concrete passing beneath the halls of the building with supply flues containing reheaters leading to each room. The heat tunnel is six feet wide and six feet high and contains all the water, steam and drainage pipes of the building. The temperature and humidity of the building are controlled by the Johnson automatic system.

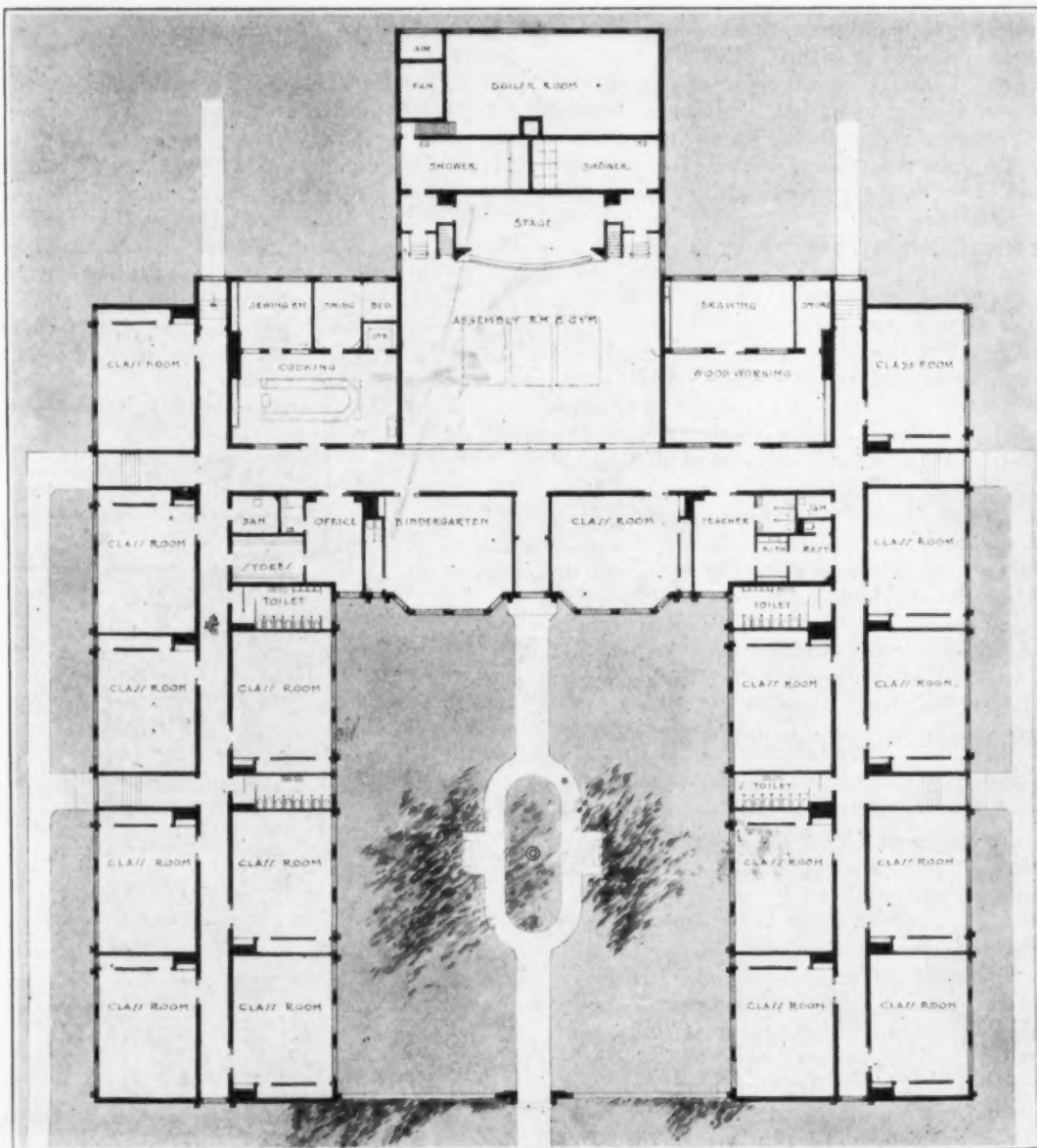
### The Classrooms.

The classrooms uniformly 23x30 feet are unilaterally lighted, the windows being of the reversible type. Each classroom is provided with

slate blackboards and built in oak cabinets of sufficient size to care for necessary books and supplies. Cloakrooms of ample size are provided with entrances from the class room only. A framed cork strip above the blackboards furnishes adequate space for pupils' work and illustrative material. Pupils' desks are of the movable chair type.

### Special Rooms.

The homemaking quarters consist of a model flat, a sewing room and a kitchen with individual equipment for twenty girls, store room, cabinets, etc. The manual training department has benches for twenty boys, a room for mechanical drawing and lumber store room.



FLOOR PLAN, SCHOOL No. 7, DUNKIRK, N. Y. E. E. Joralemon, Architect.



INTERIOR OF COURT, No. 7 SCHOOL, DUNKIRK, N. Y.

The auditorium seats 416 and when cleared of chairs provides ample room for basket ball and other gymnasium activities. A special room built beneath the stage provides storage for the auditorium seats when not in use. Separate showers for boys and girls are placed in rooms at the rear of the stage. The teachers' quarters consist of a large sunny rest room.

dining room and kitchenette. The building has the usual equipment for visual instruction and is in constant use as a community center.

#### Cost of Building.

The building contains 677,000 cubic feet and cost \$235,000, approximately 34.75 cents per cubic foot.

(See additional illustration on Page 128)

"Funny world, funny people!" exclaimed the editor of the Maysville, Kentucky, Independent when he learned that the superintendent of the Atlantic City schools cautioned his teachers not to bob their hair, and then added that the superintendent was funny. Perhaps he prevented some of his teachers from looking funny.



(UPPER) MANUAL TRAINING AND WOODWORKING DEPARTMENT.—SEVENTH GRADE GYMNASIUM.  
(LOWER) SPECIAL CLASS FOR SUB-NORMAL CHILDREN—CHAIR CANING, WEAVING, ETC.—KINDERGARTEN.





## THE AMERICAN School Board Journal

WM. GEO. BRUCE }  
WM. C. BRUCE } Editors

### EDITORIAL

#### THE QUESTIONNAIRE NUISANCE.

There is probably no class of public officials burdened with a greater mass of inquiries than those engaged in educational work. Some of these inquiries are objective and have their value, but no doubt many of them are of immediate personal concern only and ultimately pointless in purpose. On the whole it takes valuable time to answer letters, and costs money to supply documents.

A western state superintendent, who has become restive under a bombardment of questionnaires and inquiries about this, that and the other thing, has given expression to the following: "The law does not permit us to serve other states to the extent we are asked to serve them, in the way of answering questionnaires, sending out printed reports, courses of study, educational directories, etc. It would keep one or two persons busy the entire time to respond to all inquiries, saying nothing of the expense involved."

"The time and expense involved in compiling the data asked for is not compensated in the value it may have for other states. The conditions of the several states vary so much that what would be of value to one state would not be of benefit in another. The time and money involved in getting out data could, in my opinion, be spent to more profitable advantage."

There is truth in what the state superintendent says. There is, doubtless, much waste effort, on the one hand in gathering information, and an infliction of unnecessary burdens on the other. At the same time it cannot be denied that the policies and practices in some states may be of suggestive value to others.

The weakness, however, must be found in the fact that government on the whole, be it national, state or local, has been lavishly generous in providing valuable documents, followed by the further fact that there is a general lack of appreciation of the service they provide. The thing that is so readily and abundantly obtained is seldom appreciated to its full value. In many countries of Europe public documents must be bought and paid for. Consequently no one, except those likely to make good use of them, will apply for them.

It is a governmental policy in this country to win approval by serving the people. The bureaus at Washington gather and collate data and information on agriculture, commerce and education with remarkable thoroughness. The most exhaustive studies are made and distributed in a most generous manner. Many of the states are equally progressive. State educational departments do not lag behind in serving their constituencies in this direction ably and well.

The spirit of the nation tends towards publicity in form designed to make for greater intelligence and efficiency. This is laudable and

should never be discouraged. On the other hand there should come to every citizen a higher appreciation for the beneficent service rendered, and an objective and judicious use of the generous agencies provided by government.

#### ARE TEACHERS COMMUNITY LEADERS?

"The school man and the school woman is today the community leader," said Dr. John J. Tigert in a recent address before an Illinois Teachers' Association, and then defined the requisites of such leadership. These he held to be enthusiasm or initiative, the spirit of co-operation, and the spirit of sacrifice. The distinguished educator then adds: "Fortunately, a great army of loyal teachers are not teaching for material rewards. With most of them it is a missionary enterprise."

Thereupon the editor of the Transcript of Peoria, Ill., rises to remark:

"At the risk of precipitating a torrent of official statistics, we venture the assertion that despite their admitted influence on communities they serve, teachers are not community leaders and that most of them are not engaged in teaching as a missionary enterprise."

"Community leadership invariably is vested in large bank depositors, merchants, investors, corporations and politicians. Modern civilization does not take its orders from missionaries living from hand to mouth or school teachers who have no time to co-operate with regant business groups or industrial blocs. Indeed, the humble economic status of the public school teacher is due in large part to the fact she is not a community leader and is not permitted by principals or school boards to lead anything but a life of routine in association with immature minds."

"The pathos of the teacher's life is that it is isolated and that her 'leadership' is limited to the privilege of keeping young children in line at the doorway or policing their activities at the annual picnic. Newspapers do not solicit her opinions on communal subjects unrelated to the schoolroom, and parents not only would resent her criticism of their discipline, or the lack of it, but would complain instantly to the local board of school inspectors."

If the learned educator will hinge his argument upon the value of the teacher's service to the community he can sustain his contention. But, if the teacher is measured in the common acceptance of the term "community leadership," he becomes a negligible quantity. The editor here has the better side of the argument.

On the whole, it must be stated that the teachers like most other people are absorbed in their daily avocation, and shrink from the strife and contention which attends aggressive community promotion. The very nature of their occupation, and its relationships, prompts them after school hours, to seek the more reposeful avenues of social existence.

#### TIME FOR SOBER REFLECTION.

The propaganda of educators, who are concerned in securing federal support for the schools of the land and interested in the political recognition of the educational interests in the creation of a cabinet office, went on for a time without meeting formidable opposition. Now the idea has been ably challenged and the path of the propagandists is less promising.

The School Review published by the University of Chicago in April 1922 number makes the following editorial comment.

"The summary of the whole matter is that the tumult and the shouting have been heard; and, whatever legitimate purpose they may have had, that purpose has been served. The time has come for careful, close thinking on essentials. Educators recognize education as a vital national concern. Education is not begging

for financial support; it is not overlooked in American public life; but it is in need of a new and broader organization. This new and broader organization ought to be of a form that will appeal to all the people of the nation, to business men and women, to industrial men and women, and to professional men and women of all classes, as something more than a plea on the part of teachers for political recognition. National participation in education ought to be part of a comprehensive program of human conservation. The time is ripe for the formulation of such a broad program."

#### THE DRAMATIC IN SCHOOL ADMINISTRATION.

There are those in public life who imagine themselves upon a stage where it is expected to engage in theatricals in order that a drowsy constituency may be kept awake. Sometimes this type of men finds its way into the school administrative channels where the school board rooms readily become the scene for play acting.

Here is a case in point. A city in Pennsylvania has a board of nine members, a competent school superintendent, and a good school system. Apparently the schools were making splendid progress under their educational leader; and the public was satisfied.

But, some members of the school board were not. At least they were convinced that some people did not like the superintendent. To be sure, he was a good schoolman as schoolmen go. Nothing in particular could be urged against him, and with an every day school board nothing would have happened except a prosy reelection. These average school boards have such uninteresting habits! They are unemotional and colorless!

Not so the school board of this Pennsylvania city! Five of the nine members secretly agreed to spring something when least expected. When after enumerating the splendid services of the superintendent of schools, a member moved his re-election, the five members voted his defeat. It came like a thunder-clap out of a clear sky. It was a dramatic stroke. Everybody held his breath. The five were men of action.

But, the deed was accomplished. The head of the educational system fell into the basket. The execution was public, and like all public executions tense with dramatic interest. An educator more or less could mean but little. Professional prestige is a myth. Away with ethics! Action, action, action!

This tells the professional tragedy, or the tragedy of a profession. By way of comment it may be said that the five men may have been wholly justified in their belief that a change in the superintendency was timely. If this is true, then it is equally true that they employed a most untactful, not to say brutal, method of gaining their purpose.

The professional standing of the schoolmaster is an asset which has been built by years of study and labor. To eject him, as you would an intruder in your home, is not only unfair but in total disregard of the equities involved.

If the superintendent is to be decapitated he must be told in sufficient time to make an honorable retreat and thus protect his professional prestige, the most valuable asset at his command. A schoolmaster fired in a sensational manner is likely to become a marked man.

Nor is it said that because a superintendent did not succeed at Smithville he cannot succeed at Brownsville. Local conditions vary. Smithville may be attended with conditions that require a different man. Brownsville may need the very man which Smithville deemed undesirable.

A mechanic may be fired from one plant and find a job in another, because there are many



mechanics, many plants and many jobs. No publicity attends the hiring and firing of mechanics. But, there is only one school superintendency job in every community. And it is a job that is public. Fire the man that holds it and he must go elsewhere to find another job. Publish the fact to the world that he has been fired and other communities become wary about employing him.

Boards of education can effect superintendency changes, whenever they may deem this necessary in the interest of the schools, and at the same time observe the customs and equities involved in such changes. And here it will be found that it is no more necessary to destroy a schoolmaster's reputation in order to find a pretext for his removal, than it is necessary to ruin a bank because we dislike the cashier. Professional prestige is an asset which we may refuse to employ, but must not destroy.

#### CHANGING CONDITIONS AND NEW PROBLEMS.

It is not so long ago that the teacher shortage was noted in every part of the United States. Now, the shortage is relieved. The quotas are filled. The crisis is allayed.

But, there is a new phase of the situation which is manifesting itself in various sections. The teachers' colleges and normal schools are crowded to the doors with students who will be ready in a year or two to enter the profession of teaching. Will there be enough places to go around? What is to be done with the surplus?

The editor of the Bridgeport, Conn., Times viewing this situation from a purely local angle says: "The board of education already sorely beset by irritated public opinion caused by the many changes necessitated by years of school neglect has another problem which will not be solved without vexation and heart burnings. During the war teachers' pay increased. Prices dropped, giving this pay a higher value. The result, throughout the country has been an increase of attendance at schools which instruct for the teaching profession."

The editor says that something must be done to provide positions in Connecticut for those that have been educated by state. "What must be done," he says, "is the question to be decided."

The answer must be that the adjustment will be found when the time arrives. Experience has taught that when any city produces more teachers than it can absorb, they must make their start elsewhere. There is no danger that any state will produce more good teachers than it can absorb.

The school authorities will be enabled through the process of elimination to raise the standards of teaching. Should there be a surplus of teachers the rule of the survival of the fittest will come into play to the advantage of the schools.

The crowding of teachers' colleges is merely the prelude to an era of efficiency. Now, that the compensation of teachers has been brought somewhere near what it ought to be let the era of high standards have its sway.

#### QUEER COURT DECISIONS.

The courts of the land have from time to time defined the authority of the school board. They have even gone so far as to draw with some precision the line of authority between the school and the home. The decisions have almost invariably pointed to the fact that the conduct of the pupil in the school, on the school grounds and on the way to and from the schools, is under the authority of the school board.

The theory here has been that the mental and moral welfare of the pupil, under certain conditions, is under direct school authority, and that anything likely to affect the morale of

an entire school population, must come within that authority. Thus, the conduct of pupils in going to and from school, their participation in secret student organizations, etc., etc., has been subject to board authority.

Recently the question of decency in dress and the use of cosmetics by high school girls has become sufficiently acute to demand school board regulation. In Arkansas a court has decided that it is not within the province of the school authorities to exclude girls who apply the lip stick, eyebrow pencil and face powder. A court in Kansas has decided in favor of two girls who were excluded from a high school because their skirts were deemed too short.

It is regrettable that school boards find themselves compelled to formulate rules affecting the question of decency in dress. But, it is even more regrettable that the laws do not support the school authorities upholding standards of modesty and decorum.

Happily the question has arisen in but few school districts. On the whole the influence of the executives, and the rank and file of teachers throughout the country, has been sufficient to maintain acceptable standards in the dress and manners of the school constituency.

#### INFLUENCE OF CITY SCHOOL SYSTEMS.

The large city school systems, like those of the smaller cities are institutions of local interest and concern, and as such are presumably not expected to wield an influence beyond their own borders.

In the nature of things the doings of the larger communities, however, are exposed to the attention of the smaller. The metropolitan press usually broadcasts over an extended territory and tells its activities, its crimes and tribulations to a constituency that extends far beyond the confines of the locality.

This being true, it also follows that the elements of example and emulation may come into play. If the larger community enters upon a laudable enterprise the same becomes suggestive from the standpoint of the smaller. It notes the departures of the metropolis that may be applicable to a local situation. Thus the larger is in a position, in certain directions along civic and social lines, to wield an influence over the smaller unit.

In the field of school administration there are many problems which confront the larger city which are unknown to the smaller city. When, however, the subject of efficient and high minded administration comes into question there can be no difference between one and the other. Both must stand for methods and policies that make for educational progress.

But, here we find that the larger unit does not always inspire the smaller. In fact the press of the larger cities give expression occasionally to board of education activities that are not particularly attractive. The Chicago Tribune, in a recent editorial, says:

"The Chicago board of education at its best resembles a collection of disorderly juveniles and at its worst something inviting the attention of the state's attorney. It invites that attention now. Charges of misapplication and misuse of school money are made by some trustees, by school teachers, and by other citizens who say they have information. The dominant members of the board handle the situation with customary gag rules, adjournments of meetings, whitewashing inquiries, etc.

"It is a matter of utmost city concern. It is charged that thousands of children are being denied proper education because of the mismanagement of school affairs. The board may be nothing more than a congenitally disorderly

body incapable of managing any public affairs, even if insignificant and unimportant."

In quoting the indictment, which a metropolitan newspaper urges against a board of education, it is not our purpose to argue its accuracy or inaccuracy. We are concerned with the outstanding fact that publicity of this character does not prompt the smaller cities to look to the larger for leadership in school administration method and policy.

There can be no question that every political unit in a self-governing nation is concerned in the contribution made to popular education by every other unit in order that the progress of the whole may be assured. But, we may well add that, owing to the commanding position which the great metropolitan cities occupy, they should set up standards that may be emulated by a tributary territory. This the great centers of population not only owe to themselves and their constituency, but also to the nation as a whole.

#### SELLS APPLICATION LETTERS.

How the commercial spirit may invade the domain of professionalism is told in the following:

A teacher in Illinois began his career at \$50 a month, but managed by a system of ingenious applications to land a \$300 a month superintendency job. Now he offers to sell his experience at \$1 per set of letter and blanks.

He frankly admits that he does not attribute his "rapid advance to a superiority educationally over other teachers, but because of well thought out plans in making my application bring the desired results."

All that teachers require is a set of ingeniously devised "application letters" in which the school board is informed what a "big pumpkin" the applicant is and the higher position and bigger salary will follow. In fact, the circular "guarantees" that "all these plans and forms" will "if followed out bring wonderful results."

Ventures of this character are subject to severe condemnation. The profession of teaching can only suffer in prestige by the exploitation of smart schemes designed to secure well paying positions, regardless of the character or fitness of the applicant.

The man who attempts to mislead, by hinging the determination of an appointment of a superintendent or teacher upon an ingenious application letter rather than upon relative merit is casting an insult upon the intelligence of a school board. The fellow who attempts to exploit schemes of this kind in the field of education is unfit to serve as a schoolmaster.

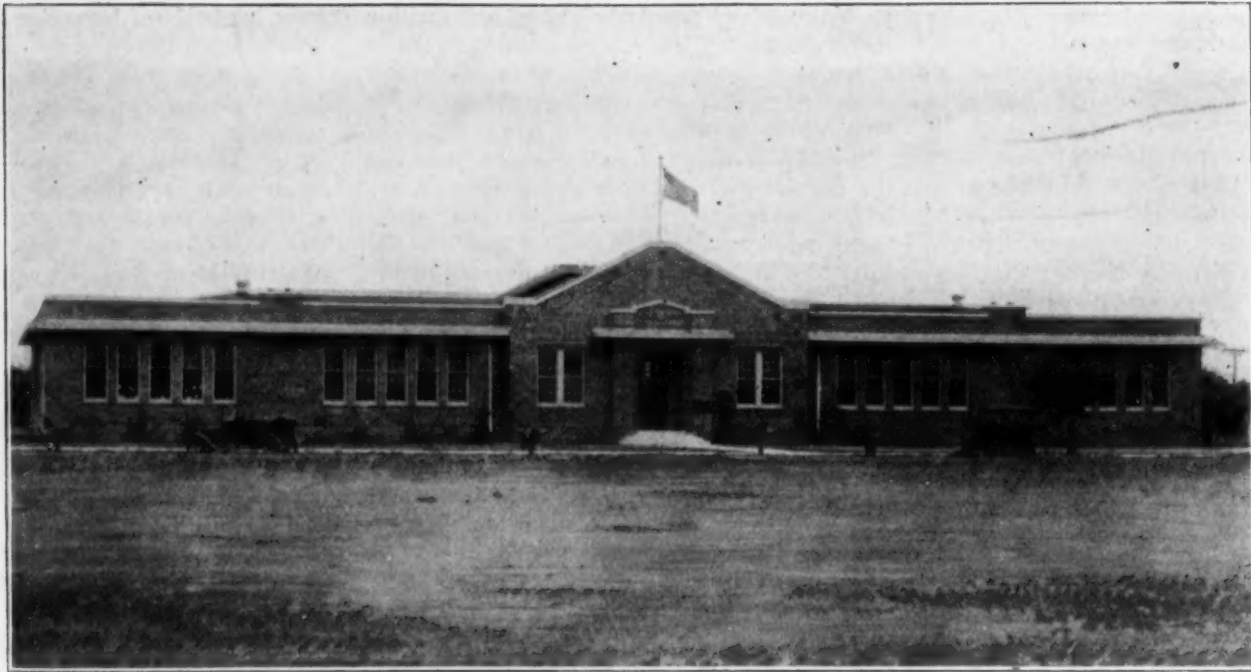
#### CHATS DURING RECESS.

Miss Wooster, the Kansas state superintendent of instruction, has issued an edict against tobacco users, and threatens to withhold certificates from those who violate the same. A test came when she ordered a city school board to fire its superintendent because he smoked stogies. The board promptly sustained its superintendent. Perhaps the lady superintendent has never sniffed the aroma of a good cigar.

The Buffalo Courier wants to know whether Sir Conan Doyle includes school boards in the pretty things to be found in land beyond the border. We don't know. The question should be referred to the Parent-Teachers' Associations and Teachers' Federations.

—Way out in Juneau, Alaska, comes the cry: "Keep schools out of politics!" Seems we heard that cry nearer home. Funny how quickly modern innovations travel into the remoter districts of the land.





FRONT VIEW OF MISSION HIGH SCHOOL, MISSION, TEXAS.  
H. F. Kuehne, Architect, Austin, Texas.

### THE MISSION, TEX., HIGH SCHOOL.

Sidney L. Hardin.

No section of Texas can boast of a better school system or a more illustrious school history than that found in the lower Rio Grande Valley. Both ancient and modern civilizations meet along the banks of the river in this section and the need for efficient school systems is emphasized by the contrast.

The climate is warm and balmy during the winter season and a cool gulf breeze blows in the summer; hence, the ordinary type of school building would be out of place in this section.

The new Mission High School is typical of the new type of school architecture that prevails in this section. The building is a one-story structure made of brick and reinforced concrete. It contains four recitation rooms, four science laboratories, library with stack room, offices, etc., all completed at a cost of \$42,000. Future extensions will be added to the building until it has two extra rooms to the side and two to close the hollow square, making six more rooms with pupil capacity of 40 students each that may be added to the present structure. The hollow square is now set with tropical plants and will in the near future be made into an Aztec Garden.

The equipment is new and modern throughout, and was installed at a cost of \$20,000. With appropriate exercises, the building was dedicated April 4, 1921 by Dr. A. E. Winship of Boston.

The board of education has just recently completed another building of this same type in another section of town to be used as a Ward

school. This building has a capacity of 300 students and will permit of future extensions the same as that of the high school.

### CORRECTING PHYSICAL DEFECTS IN SCHOOL CHILDREN.

An interesting study of the results of the correction of physical defects made in one of the Baltimore, Md., schools is reported in a recent copy of the Public Health Reports. The study was made by Dr. Taliaferro Clark and Elizabeth Bell of the United States public health service.

It has heretofore been assumed that the correction of physical defects on the part of children has always been followed by increased physical and mental vigor. But, there has been no general attempt to establish the assumption in any practical way. The present study aims not only to establish the results, but also to determine whether specific remedial measures are certain to be followed by desired results.

#### Examined Two Hundred Children.

Two hundred children between the ages of 7 and 14 were selected. All were troubled either with adenoids, affected tonsils, bad teeth, defective hearing, poor vision, or hernia. Many were afflicted with several of these defects. Some 70 children suffered with bad teeth. The total of children included those from a tenement district and a better situated district, of both native and foreign parentage. While the tenement district showed a larger percentage of de-

fectives, the number of defectives was as large among the children of native parentage as those of foreign parentage.

The treatments and operations were undertaken with the consent of the parents. The various hospitals, infirmaries and clinics were employed. No attempts at food regulation were made other than to accept the usual instructions given by nurses at the hospitals.

#### The Results Attained.

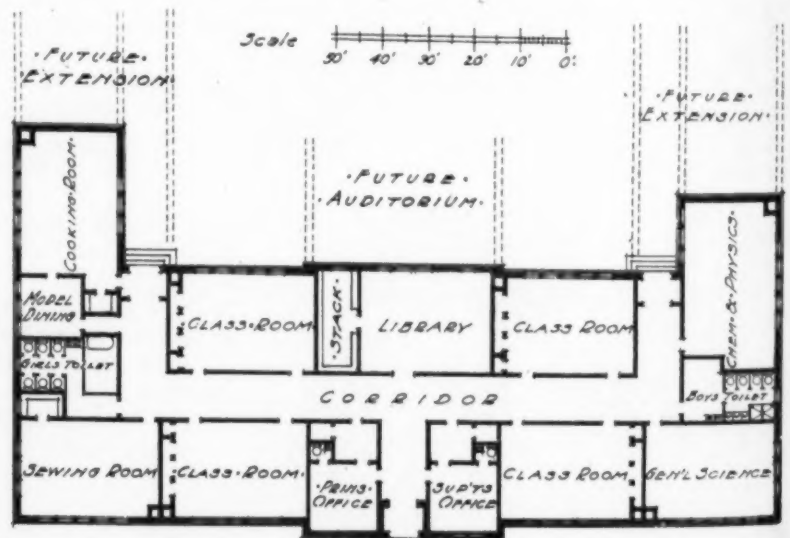
In order to establish the results following the correction various groups of children were weighed and measures before and after, covering intervals of from 6 to 17 months. It was found that the children of all ages before their treatment gained .295 pounds per month, after treatment .891 pounds.

The children of both sexes between the ages of 7 to 10 years had gained before correction .219 pounds per month, after correction .767 pounds per month. Those between the ages of 11 to 14 years gained before correction .439 pounds per month, after correction 1.001 pounds per month.

A group of 23 girls 7 to 10 years of age gained .198 pounds per child per month before the operation, whereas after the correction the gain was .799 pound, approximately four times as much as before the operation. The difference was not so great for other groups, but seems sufficient to be significant.



REAR VIEW OF HIGH SCHOOL, MISSION, TEXAS.



FLOOR PLAN, HIGH SCHOOL, MISSION, TEXAS.  
H. F. Kuehne, Architect, Austin, Texas.

A school without a  
**Victrola**  
REG U S PAT OFF  
 is an educational tragedy



**Victrola XXV**

The Standard  
 School Instrument

For further information and helpful material  
 consult any dealer in Victor products or write



"HIS MASTER'S VOICE"

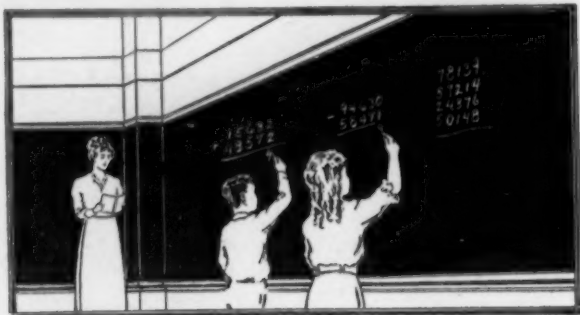
Educational Department  
**Victor Talking Machine Company**  
 Camden, New Jersey



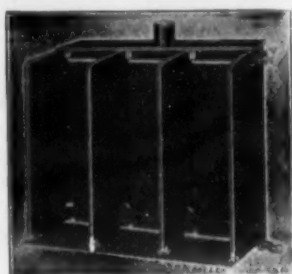
## ALBION QUARRY, NATURAL SLATE BLACKBOARDS

Are Black and stay Black. The only PERFECT writing surface.

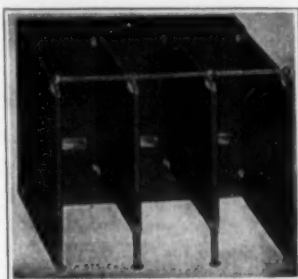
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### School Finance Notes

—Leominster, Mass. Mr. James F. Coburn, chairman of the finance committee of the city council, has recently recommended a reduction of \$7,000 in the school department's appropriation for the year. In defending the action of his committee, Mr. Coburn points out that there are several expensive departments which might be eliminated without impairing the work of the schools. Among these are continuation school activities, Americanization work and the too liberal use of automobiles and appropriations for the use of private cars.

—Spokane, Wash. The board has adopted a school tax levy of eleven mills for the next year.

—New York State aims to distribute aid to education during the next fiscal year with a lavish hand. Of a total of \$133,147,807, the total amount of the state budget, \$43,487,177 will be dispensed in an endeavor to give instruction to the thousands of boys and girls, and in some instances grownups as well. The largest single item in the appropriation made for the maintenance of the several departments and institutions will be devoted to the school system.

The amount to be spent for the upkeep of the public school system is 33.7 per cent. Of the total of the budget a trifle more than one-third of the entire amount will be levied upon the taxpayers.

—Syracuse, N. Y. Mayor Walrath has recently delivered an ultimatum to the board of education in which he insists that the program for the construction of costly junior high schools or intermediate schools shall be discarded and a revised program adopted. The mayor holds that the city will be bankrupt if the extravagant construction plans are permitted to be carried out.

—Evansville, Ind. Supt. L. P. Benezet has recommended that the board adopt a policy of paying for new school construction out of the tax levy as far as possible. The bonded indebtedness during the past five years has increased from \$303,000 to \$786,000, an increase of \$483,850.

—Haverhill, Mass. The school board is in favor of a building program to relieve congestion in the several schools, but for financial reasons must wait until construction can be begun at a reasonable price. This statement was made by a member of the board at a meeting on the school housing question. The suggestion had been made that junior high schools be erected to relieve the situation.

—Indianapolis, Ind. The board of school commissioners has been asked to eliminate "elaborate" features in the plans for a new school building for School No. 62. The board was urged to proceed with the erection of a modern building with proper classrooms and other facilities, but free from frills.

—Bloomington, Ill. The sum of \$469,450 will be required for school purposes during the year 1923. For education it is estimated \$344,550 will be needed and for building purposes \$124,900 will be required.

—Nampa, Ida. Salary reductions, elimination of departments and consolidation of posi-

#### FINANCIAL INDEPENDENCE.

"Members of the city government often are elected on political issues which should not be permitted to affect the school system. This organization (the school board) which touches the life of every child should not be confused with other issues and the school department should be judged independently of other departments. If a school budget has to go to a city government to receive final judgment as to whether there shall be kindergartens, home economics, manual training, salary increases for teachers, manual training, etc., the decision is made outside the school board. While I do not know of an instance in Massachusetts where a mayor has controlled the personnel of a teaching force it has occurred in other states."

—Dr. Payson Smith, State Commissioner of Education, Massachusetts.

tions have been ordered by the board to effect a saving of \$20,000 for the next year.

—The Fayette County board of Kentucky has announced that no new buildings will be erected for the next three years due to the condition of the finances. The board anticipates a deficit of \$15,000 at the end of the school year.

—The attention of the Harrison County board of Kentucky has been called to an "illegal" indebtedness of \$11,000 which will be due July 1. The board has been asked to take this indebtedness into account in making out the budget for the coming year and to avoid such practices in the future.

—Fort Worth, Tex. The supporters of the school board have started a higher school tax campaign, asking for an increase in the school tax from 73 cents to 88 cents. An attempt has been made to gain the support of at least ten per cent of the qualified voters of the city.

—McKeesport, Pa. The school tax levy has been reduced from eighteen to fifteen mills.

—Leominster, Mass. Through extreme retrenchment measures, the board has reduced the current expense bill by \$7,850.

—Marion, O. The board has voted to borrow \$100,000 to meet teachers' pay rolls and current expenses for the remainder of the year.

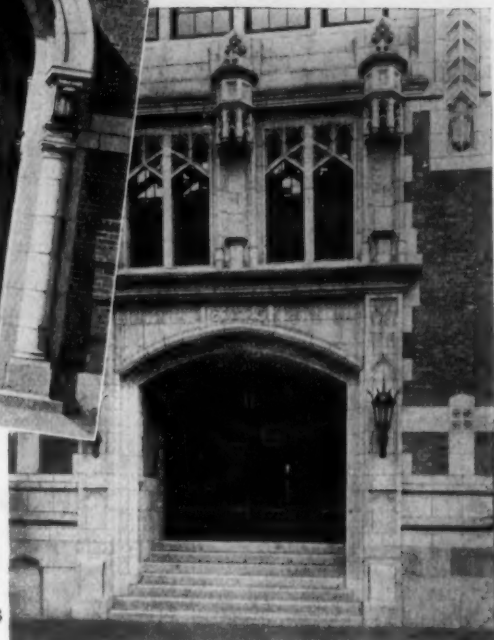
—Springfield, Mass. The school board is facing a critical shortage of schoolrooms in September. It is pointed out that even an immediate start on the building program would still make it impossible to relieve the present congested condition.

—Washington, D. C. The joint congressional committee on schools has agreed to support a building program prepared by Senator Capper of Kansas for the rehabilitation of the school system. The senator favors a building program extending over a period of from five to ten years, the purchase of school sites in outlying districts, a change in the law divorcing the board of education from the control of the district commissioners so far as fiscal affairs are concerned, appointment of members of the board either by the President or by the district commissioners, and the establishment of a business department of the schools in charge of a business manager.

(Continued on Page 70)



Nothing makes a stronger or more eloquent appeal to the pupil's finer nature than an imposing and beautiful school building.



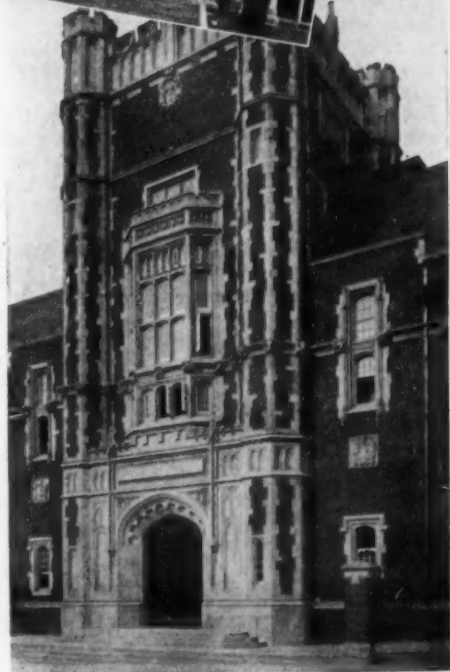
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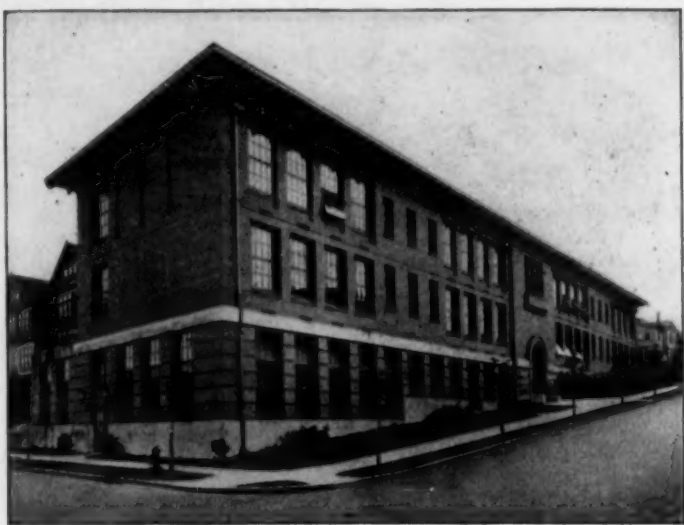
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**THE STRUCTURAL SLATE CO.**

PEN ARGYL, PENNSYLVANIA

(Continued from Page 68)

—Chicago, Ill. Real estate to the value of \$526,000 has been acquired by the board of education for new schools, playgrounds and additions. Thirty-five new schools and additions have been recommended by Supt. P. E. Mortenson, but only twelve will be completed and sixteen more started during the next year. It will be the duty of the building committee to select the locations where the building need is the most imperative.

—Bellingham, Wash. An annual saving of \$35,000 to the schools has been made possible by the board through the elimination of the bonuses formerly paid to teachers. The board's action has reduced the salary budget from \$300,000 to \$265,000.

—San Francisco, Calif. The board has presented its annual request for budget appropriations providing for an expenditure of \$1,565,000 for the next year for schoolhouses and sites. The budget provides for new buildings and sites to cost \$865,000; land for future sites, \$450,000, and repairs costing \$250,000.

—Boise, Ida. Salary reductions for the city superintendent, the high school principal and the grade supervisors totaling \$2,000 have been ordered by the board. There will be no reduction in teachers' salaries, with the exception of a lower minimum for new incoming instructors in both the grade and high schools.

—Hailey, Ida. The school district faces a deficit of \$10,000 at the close of the year. The trustees have reduced the teachers' salaries and effected other reductions in cost to reduce expenses for the next year.

—Springfield, Mo. A special committee of the taxpayers' league appointed to conduct an inquiry into the financial condition of the schools has approved the proposed additional 47-cent school tax levy to help maintain the schools. The additional 47 cents will make a total of \$1.05 on the \$100 valuation, as there already is the required 40-cent levy for school purposes and an 18-cent levy for the sinking fund to care for building bonds. The increase is made necessary to prevent a reduction of teachers' salaries and the shortening of the school term.

—The substitute for the Peck educational act, providing for better financial support and more efficient administration of the public schools of Rhode Island has been passed by both branches of the state legislature. The bill appropriates \$150,000 to be distributed among the cities and towns and expended for teachers' salaries; provides that the minimum salary for teachers shall be \$650; provides for a more uniform system of school records; transfers the power of approval of private schools from the local school board to the state education board, and makes other changes in the existing school law.

—The citizens of Fort Worth, Tex., headed by the mayor of the city, are opposed to a higher tax rate for the schools.

—North Carolina proposes to erect 43 new high schools. The state board of education has voted the necessary aid.

—In order to prevent the closing of the county schools the citizens of Tampa, Florida, proceeded to raise a fund of \$26,000. When the seriousness of the situation was explained to the students all promised to aid in the campaign.

—Danville, Ill. On April 22nd the voters authorized the issuance of \$710,000 in bonds for a high school.

### A SCHOOL BOARD CANDIDATE.

"Don't think for a minute that I am going to go down and reform the school board, which is already a very respectable body. I am going there with an open mind and a determination to do the best I can.

"As to school taxes, I do not believe the people are so much interested in the school tax rate as they are in having the money they pay expended in an honest, judicious, businesslike way. They are bitterly opposed to waste. They want economy, but not at the cost of efficiency. They demand 100 cents' return for every dollar expended. I think that is the only cry the public is making. If that is done the school tax rate will come down.

"I would not be in favor of cutting the salaries of our teachers. They are being paid now only what was due them a long time ago.

—Dr. Casper W. Sharples, Seattle, Wash.

—Statistics recently collected on expenditures for the support of schools in the state of Massachusetts show that the amount expended for each pupil in the average membership of the Quincy elementary schools was \$10.64 less per pupil than the average expenditure for the 38 cities of the state. The amount expended for the average membership of the high school was \$27.72 less per pupil than the average expenditure for the 38 cities of the state. The figures show that if Quincy had expended per pupil for the support of the schools as much as the average for all the cities of the state, it would have cost the city over \$120,000 more than it did for schools.

—Puyallup, Wash. Facing a threatened deficit of \$15,000 the school board asked the citizens to vote a ten-mill levy at the spring election. According to a 30-10 school financing plan the state pays \$20 per pupil, which gives the city a budget of \$108,000 to operate the schools one year. In July, 1920, the board made its budget, figuring in a \$10,000 building debt on the junior high school, but through some error the state allowed but \$18 per pupil, leaving \$97,200 to operate the schools. The schools this year receive the full \$108,000 but will be able to save less than \$1,000. The proposed building program has been held up because of the financial conditions.

—Wapello, Ia. The school board has eliminated the kindergarten and manual training departments and has made reductions in salaries to make possible a saving of \$9,000 during the next year. The salary of the superintendent has been reduced by \$500, making the salary for next year \$2,500, with residence furnished.

—Portland, Ore. The board plans to effect a saving of approximately \$164,000 through the elimination of 54 teachers and ten special courses. The courses selected for elimination are swimming instruction, orchestra work, band work, adult education, short commercial courses, graduation exercises in primary grades, drawing, sewing, cooking, gardening, manual training and music. The teachers have accepted reductions in salaries despite the fact that they are handling from fifteen to twenty-

(Concluded on Page 72)

The Automatic Electric Services of the P-A-X combine inter-communication, code call system, conference wire, emergency alarms, watchman's calls and other related services.

The P-A-X augments and completes but does not supplant nor connect with local and long distance telephone service.



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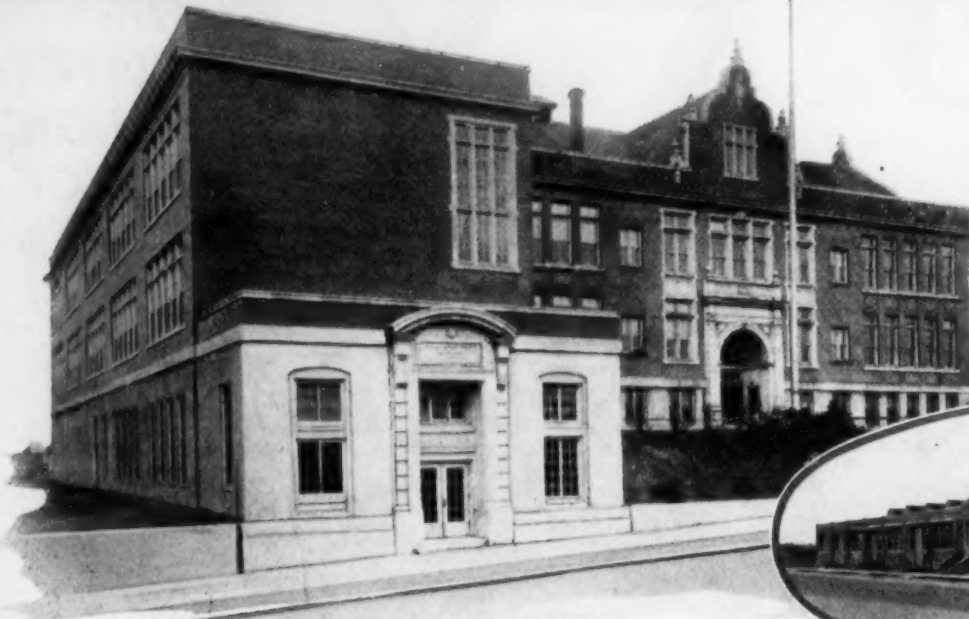
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The Greenwood Grade School

The Greenwood School in Seattle is typical of the new type of fire-proof grade schools being built by the district. It combines a large auditorium, with a complete stage and gymnasium quarters that may be used as a district community center. The warehouse and shops building houses the activities of the maintenance and repair department of the Seattle School Board.

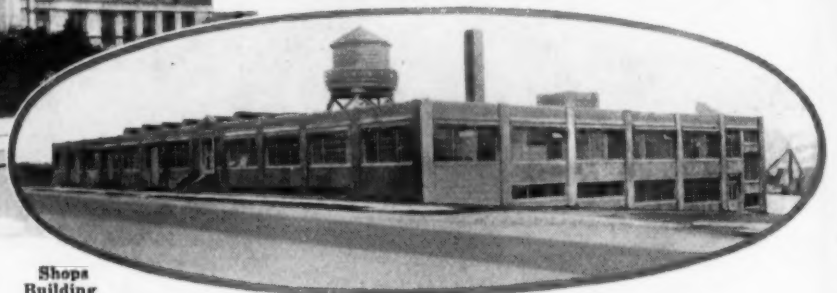
Both buildings were designed by F. A. Naramore, the school board architect, and the mechanical equipment was installed under the direction of W. R. MacNeil, Superintendent of Maintenance and Repair for

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## THE GREENWOOD SCHOOL SEATTLE

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(Concluded from Page 70)

five per cent more than the former normal amount of work.

—Corvallis, Ore. The board has planned a reduction of \$10,192 in expenses through the elimination of writing supervision, high school band, athletic instruction, agriculture, and slight reductions in janitors' salaries.

—New York, N. Y. The board of education plans to bring more speedy relief to high school congestion through a decision to use the plans of the new Brownsville high school for the Utrecht high school. The proposal will save about nine months' time in the preparation of plans and about \$100,000. The contract for the Jefferson high school will shortly be awarded while an annex will be provided for the Jamaica high school.

—Dallas, Tex. The board of education in pointing to an impending crisis in the schools, has asked that the \$700,000 bond issue for buildings be approved and that the twenty cent maintenance tax be renewed.

—Olean, N. Y. On April 6 the voters of the city voted to issue \$630,000 in bonds to erect a seventeen-room grade school, a junior high school, a fourteen-room grade school, two eight-room grade schools, a gymnasium for high school use, and an addition to a grade school.

—Clarksville, Tenn. The city, on April 6, carried an election for school bonds to the amount of \$150,000.

—The county court of Hawkins County, Tennessee, at its session on April 3, appropriated \$7,500 for building new schoolhouses and \$25,000 to assist in building a consolidated high school in Rogersville.

—Wichita Falls, Tex. The board of education contemplates an early bond issue to provide funds for the erection of a high school, new ward buildings and the purchase of additional ground. A total of \$300,000 have been spent in remodeling and enlarging a number of the elementary school, erecting new buildings and providing equipment and grounds.

—Erie, Pa. The board has approved the plans for a new junior high school and for a one-story structure at Ferncliff site.

—A number of new school buildings will be erected in the state of Wisconsin during the

present summer. Among these are the new senior high schools at Burlington, Durand and Three Lakes, Wis., a junior high school at Whitehall, and a grade school at Kronenwetter.

—The New York City board of education has asked the board of estimate for another \$15,000,000 to get the remainder of the building program under way. The chairman of the building committee had advised the board that the building fund was in danger of being exhausted.

—Palestine, Tex. The board of education has approved the plans for the new colored high school. Mr. T. S. Maffitt is the architect for the proposed building.

—An impending school election at Seattle, Wash., has made an issue of school costs. The progressive candidates urge economy, but not at the expense of efficiency.

—The Walla Walla, Wash., school board must make a reduction of \$38,565 if the tax levy of 14.41 mills is not to be exceeded. So says the local taxpayers' association.

—The financial troubles of Portland, Ore., school district have become acute. There is a widespread and insistent demand for reduction in taxation. The schools need more money and need it badly.

—The mayor of Syracuse, N. Y., recently stated: "We simply have arrived at a situation where the city finances will not stand the draft

### KEEPING THE SCHOOLS BEFORE THE PUBLIC.

You don't give money gladly for something you don't know anything about. Most people do not know anything about the schools.

The school boards know something about schools. They are terribly handicapped in their work by the indifference and lack of knowledge of the rest of the community. When they want to do anything new and progressive and up-to-date for the schools, there are always people who say it costs too much without knowing a thing about it. But why don't they know a thing about it? Why aren't our schools really public? Well, chiefly because we haven't told the public; because we have been willing to let the schools be private.

—Mrs. M. L. Hall, Kentucky.

imposed by the proposed school program," Newspapers in Rochester and Buffalo now hold that this statement applies with equal force to their own situation.


—Three schools were closed April 1 at the Moonachie Borough near Hackensack, N. J., because the school boards had no funds to pay six teachers. There are 317 registered pupils in the schools. The superintendent says: "The borough has more children than money. They are so poor that they have to write on all sorts of paper bags in which their daily food is purchased." The school tax rate in the borough is \$2.96.

—The Boston, Mass., school board has appropriated \$12,041,232.06 for school expenses during the financial years ending Jan. 31, 1923. This is the largest sum ever appropriated in the history of the schools and is \$136,468.63 greater than the appropriation for the year previous.

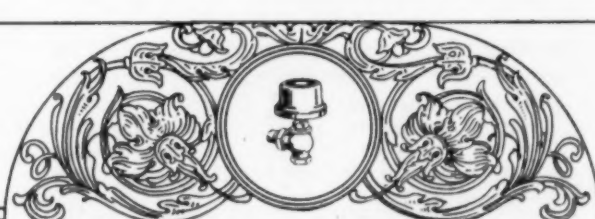
—Weirton, W. Va. A bond issue will be submitted to the voters this year for the building of a high school. At present 22 portable buildings are in use and all are crowded.

—The school board of Winona, Minn., following an unfavorable report of the school buildings by the local chamber of commerce committee, has employed Dr. M. G. Neale of the University of Minnesota to make a building survey for the city. With the presentation of Dr. Neale's report, the board will proceed with the selection of a reliable architect and the estimation of cost of the necessary buildings. It is planned to undertake a building program covering the needs of the city for some years to come.

—The school authorities of Niles, Mich., are building a new high school adjacent to and connected with the building now being used for high school purposes. The present high school building, which is also a modern building, will be converted into a Junior High School. The whole plant, when completed, will cover a ground space of 250x225 feet. A bond issue of \$425,000 was authorized by the voters to cover the cost of this construction.



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—Atlanta, Ga. The school committee of the city council has reported favorably on a measure intended to end the controversy between the board of education and the council which has kept the \$4,000,000 building program tied up for several weeks. A resolution was adopted restoring the fees of the architects in the building program to six per cent, but stipulating that out of the amount a consulting engineer must be employed. The Atlanta engineering firm of L. W. Robert & Company was recommended as consulting engineers.

—Washington, D. C. The secret sessions preceding the open meetings of the board will be increased one-half hour. Formerly the board gathered at three o'clock and went into public session at four o'clock. Secret sessions of the board have been disapproved by the Federation of Citizens' Associations. A resolution was adopted asking that action be taken to bring about the transaction of public business fully open to the press and public.

—Supt. F. W. Ballou of Washington, D. C., has registered strong opposition to the re-establishment of standing committees of the board. Supt. Ballou has been criticized by the president of the board for his opposition, which was said to be based on speculation and a study of school boards in other cities. Mr. J. W. Crabtree, secretary of the National Education Association, held that Dr. Ballou is working in harmony with the educational trend of the country which is away from the standing committee plan. School officials also indicated that they are in accord with Dr. Ballou's policy of opposing the reestablishment of the plan.

—Supt. W. A. Sutton of Atlanta, Ga., has come out emphatically for the complete separation of the board of education from all other

branches of the city government. Supt. Sutton holds that a small board, its members elected from the city at large for long terms, in an election uncomplicated with other political issues and controversies, will enable the city schools to make strides which it has been impossible to make under the present system.

—At a taxpayers' mass meeting held at Hagerstown, Md., it was charged that the Washington County board of education had failed in its duties and no longer enjoyed the confidence of the public, and adopted resolutions calling upon the governor to remove the same from office. The specific charges are that the board had purchased property without consulting taxpayers, increasing the bonded indebtedness and incurring a deficit.

—When J. H. Harris, member of the Cleveland, Ohio, school board, proposed setting aside \$200,000 for free textbooks, the board came to deadlock.

—The proposal for free textbooks in a popular election was defeated at Bloomington, Ill., by a vote of 3,022 to 959.

—At Missoula, Mont., retrenchments have been ordered. Nine teaching positions will be discontinued next year, including those of the supervisory staff with six regular teaching positions. The highest entrance salary has been decreased from \$1,200 to \$1,500 in the elementary schools. No promotions were allowed

### SCHOOL CRITICISM.

Practical souls are continually berating educators for failure to send the child out into the world with a good working knowledge of simple business methods. They forget—if they ever knew—that the city schools as now conducted are a remedy for the deficiencies of the three-R era of education, and that the remedy was applied under strong pressure from the public. The implication of their censure is that the remedy is worse than the evil, but the champions of the remedy have an exhibit of imposing prestige; they have a competent generation so educated to support their case, and they are supported by many persons who are willing to let well enough alone.

—Editor, News, Indianapolis, Ind.

on the schedule. A cut was made for all principals and supervising principals are re-assigned to teaching. The superintendent, at his own request, accepts a salary reduction for next year. Other retrenchments are in the nature of curtailment of purchase of supplies, textbooks and furnishings. Very little repair work will be done on buildings the coming year, and such instructional supplies as writing paper, tablets, composition books, etc., will be purchased by the pupils instead of being furnished by the district.

—Mr. Harry B. Chambers, member of the New York board of education from the Bronx, who appears slated for the next president, has given his opinion of the elective board. He says in part:

"The elective board will involve more practical politics than any appointive system in a city such as New York, and is not advisable. The cry of politics in the school system is nothing new. On examining the newspaper files we find that for years past this has been continually asserted, yet under such so-called politics in the board the school system has advanced so as to become the greatest in the world and the standard, and this being so, let us have more of the same kind of politics."

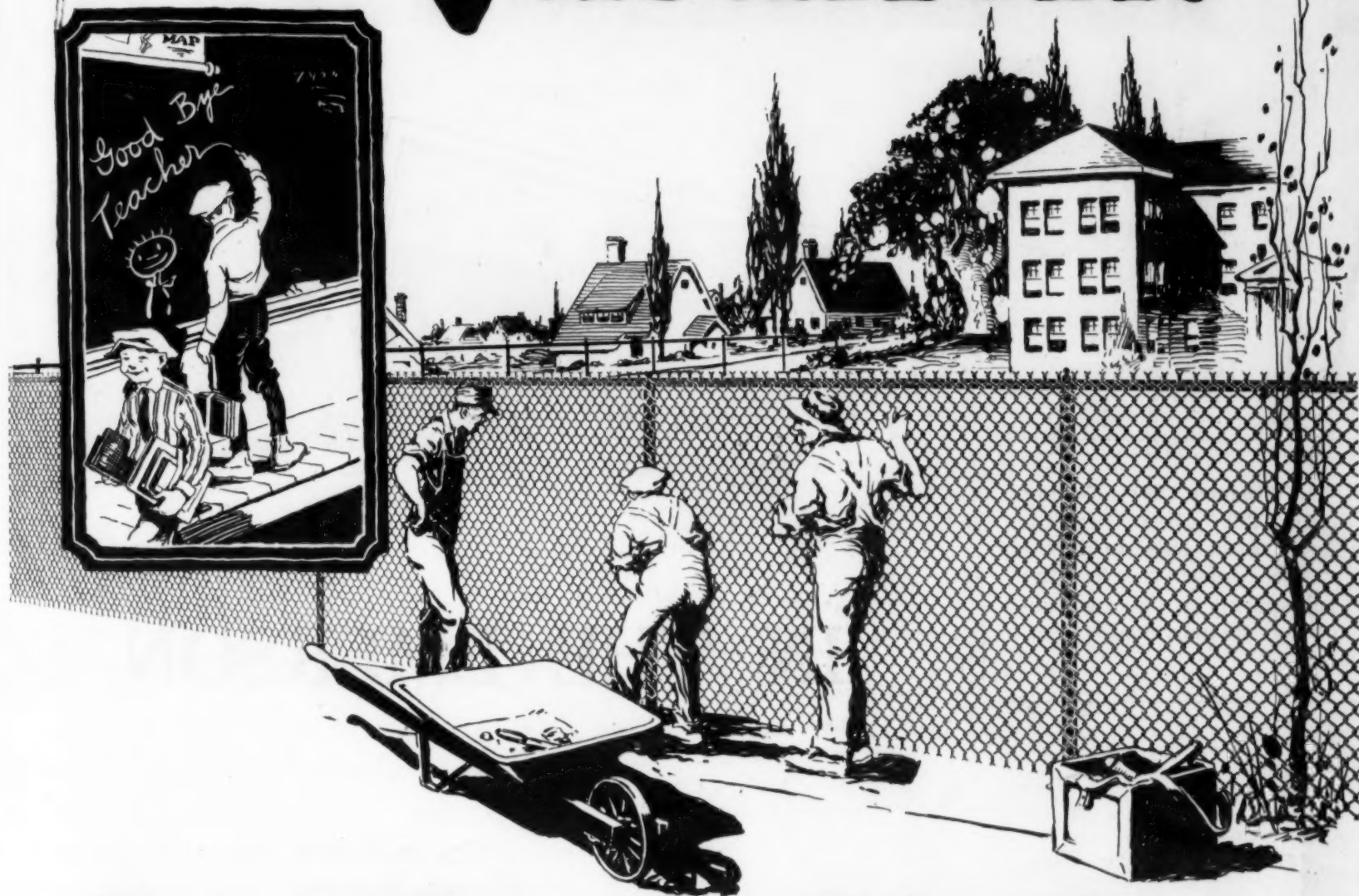
Mr. Chambers holds that instead of the financial provisions of the Meyer bill, which failed to pass at the last session of the legislature, the board of education should have greater elasticity in its funds through the exemption of school imposed by the state constitution moneys from the two per cent limitation on the city tax rate.

—Milwaukee, Wis. The board of education has adopted a resolution providing for a survey of the business administration of the schools. A special committee of three has been appointed to make the survey and to present its recommendations to the board for the proper organization of the various departments handling the affairs of the business department.

—M. A. O'Hara of the Waterbury, Conn., school board has started upon a graduation retrenchment movement. He holds that the par-

(Concluded on Page 78)

# Vacation!



## Fence Time for Schools

Many schools, all over America, take advantage of Vacation each year to enclose grounds with Cyclone Fence.

It's the ideal time to fence school property. Workmen are not hampered by keeping children out of the way. The fence is erected in less time at lower cost—and the greater efficiency of the workmen is reflected in the excellence of the completed job.

Start the work this month, complete it soon as possible; keep out tramps and vandals who boldly enter school property during vacation months.

Parents will send their children to school with greater peace of mind, knowing the school-

ground is a safe place for the children to play. Cyclone Fence keeps children within school boundaries. It helps school officials discharge their responsibility to parents for the welfare of school children. Safety has not been neglected when schools are enclosed with Cyclone Fence. System and order are a logical result of its installation.

We will gladly submit estimate on your requirements without charge. Our engineering and construction departments will co-operate with you to complete the erection of fence at the earliest possible moment. Phone, wire or write district office nearest you today. Ask for Catalog S.J.-11.

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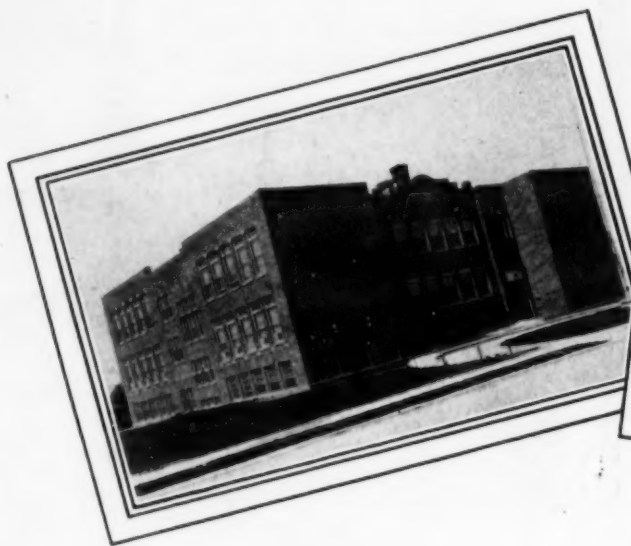
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The "Empire" Movable and Adjustable Chair Desk is made in six sizes to fit the various grades and has five adjustments so that each pupil may be individually fitted.



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Standardize on "Empire" Movable and Adjustable Chair Desk.

The installation in the Emerson School, Madison, Wisconsin, is a splendid tribute to the unquestioned utility and efficiency of the "Empire" Movable and Adjustable Chair Desk.

Every detail in the construction of the "Empire" Movable and Adjustable Chair Desk is given special consideration, as evidenced by the illustration in the right hand corner, and we believe the "Empire" Chair Desk to be the most comfortable and efficient.

*Catalog and other literature furnished upon request.*

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PATENTED Aug. 22, 1916  
July 3, 1917

THE "EMPIRE" CHAIR DESK.

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Movable and Adjustable Chair  
Desks for your schools. Or-  
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School durable and practical movable and adjustable  
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"Empire" Furthermore, we are anxious to prove our  
attention to you, if you will but let us do so. You  
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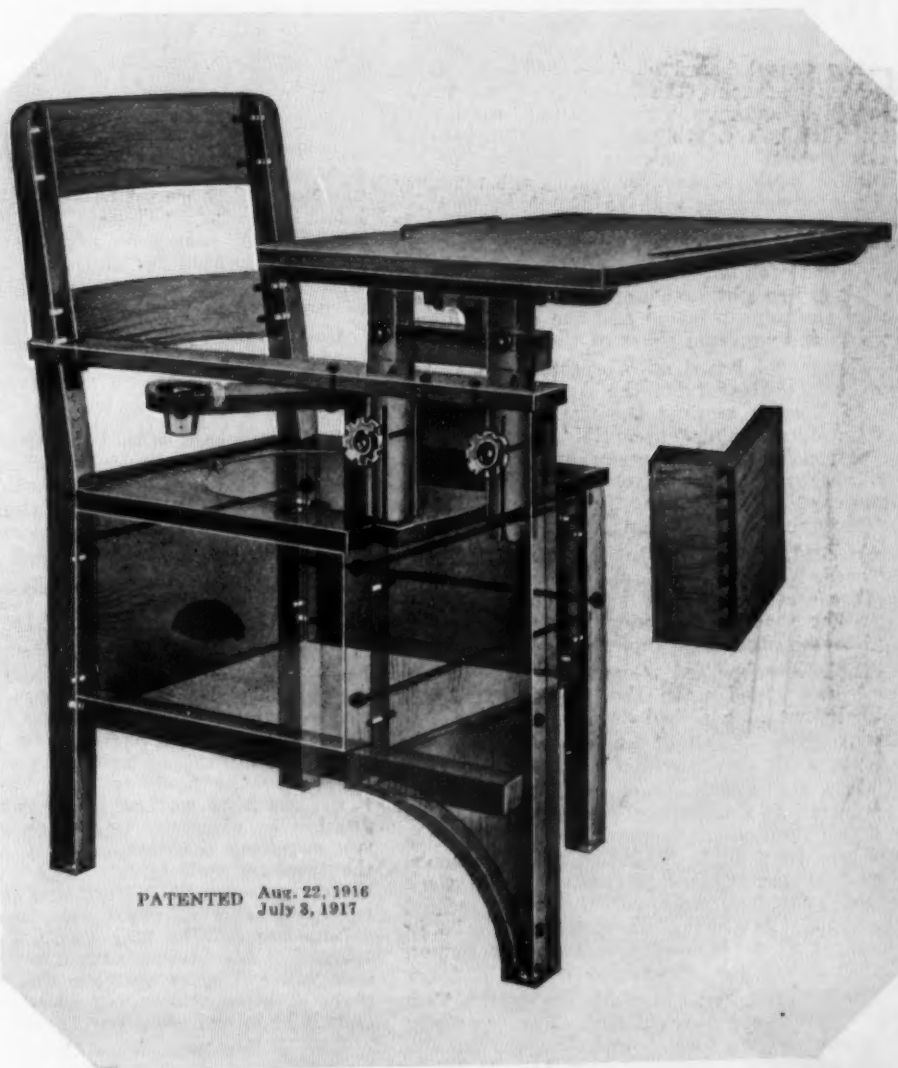
## EMPIRE COMPANY

### NEW YORK

representative direct for catalog and prices

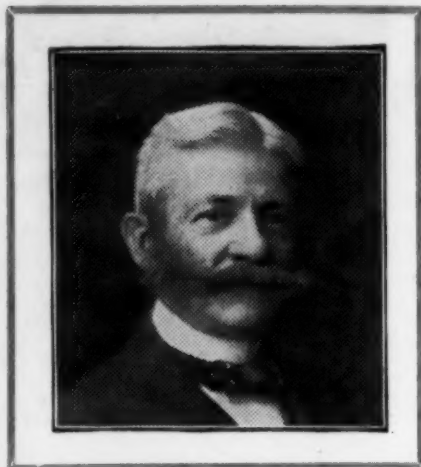
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DETAILS OF CONSTRUCTION.





# Now! June! Is the Time to decide whether Holden Book Covers

Are to Receive All the *Wear, Handling*  
*Soiling and Abuse* for the *Coming School Year*  
**Or Your Free Text Books!!**

Holden Book Covers and Quick Repairing Materials for Outside and Inside  
Protection and Reinforcement Cost Less Than 3% of Your  
Investment in Text Books

**QUALITY COUNTS**

**The Holden Patent Book Cover Company**

MILES C. HOLDEN, President

SPRINGFIELD, MASSACHUSETTS

(Concluded from Page 74)

ents are not in every instance in a position to bear the increasing cost of graduation exercises.

—The school board of New Bedford, Mass., has been discussing the question of the superintendent's salary. The members agreed to "pay what he's worth," and then disagreed as to the amount to be paid. While some thought the limit should be fixed at \$5,000, the majority believed in going as high as \$9,000.

—The school board and the city council of Norwalk, Conn., have locked horns over an appropriation for school purposes. The school board has brought mandamus proceedings compelling the appropriation and the case is likely to go to the supreme court of the state.

—The school board of Worcester, Mass., has received a protest from the American Medical Liberty League against the use of the Schick Test in determining susceptibility to diphtheria. Mrs. Jessica Henderson of Boston, vice-president of the league, claimed that an epidemic could occur among immunized children and that the toxin was dangerous.

—At Bridgeport, Conn., it is proposed to turn a discarded factory building into a high school and thus secure a million dollar school for one-third that amount, applying the amount thus saved to the erection of more grammar schools.

—The Chamber of Commerce of Salem, Mass., has urged upon the school board the establishment of a school dental clinic.

—The state council of education of Pennsylvania calls upon all school district boards of the state to provide from time to time the "means for disseminating full information to all citizens and taxpayers of their respective district in relation to the work of the schools, the cost of the various phases of school work and the additional needs of the public school system and that such information shall be in such form as to be available to every patron and taxpayer of the school system."

—The Sinking Fund Commission of the New York Municipal Government has recently turned over to the local board of education the abandoned LaSalle Police station for use as an

annex to Public School 43, Manhattan. Accommodations will be provided for from six hundred to seven hundred pupils and the expense of remodeling will be about \$36,000.

## PUEBLO SALARY SCHEDULE.

A new salary schedule based upon training, experience and efficiency in service has been adopted at Pueblo, Colorado. Under the schedule, no teacher who is successfully teaching will have her salary reduced. On the other hand, the schedule makes an adjustment which gives some recognition for the work of the teachers who have met modern progressive standards of preparation.

**Cadet Teachers**—Cadet teachers are given no contract by the board but are appointed by the superintendent and are subject to dismissal by him at any time their work is not satisfactory.

Cadet teachers with two years of accredited normal or college training above the regular four-year high school course will be paid \$1,000 the first year and \$1,100 the second year. Teachers with three years normal or college work above the high school will be paid \$1,100

## SUPERINTENDENT IN FACT.

I do not believe there will ever be peace or harmony between the superintendent and the board of directors until some guarantees are given the superintendent that he may actually administer the educational phases of the school system. The appointment of principals and co-workers should not be made without his recommendation. Each co-worker so appointed is an invitation to disloyalty and intrigue. The board rule requiring the nomination of all members of the teaching staff by the superintendent should be so rigorously lived up to that the superintendent need never be under any apprehension that at any moment he may be discredited and the success of his administration jeopardized. I am sure you will agree with me that this is but fair play. The superintendent must be superintendent if he is to have a fair chance.

—H. J. Stockton, is retiring from the superintendency of the Johnstown, Pa., schools.

the first year and \$1,200 the second year. Teachers with four years of accredited normal or college training will be paid \$1,200 the first year and \$1,300 the second year.

**Classified Teachers**—Class A teachers with two years' experience, two years' training above the high school and a rating of satisfactory, will be paid \$1,200 the first year, \$1,250 the second year, \$1,300 the third year, \$1,350 the fourth year, \$1,400 the fifth year, \$1,450 the sixth year, and \$1,500 after the sixth year.

Class B teachers with two years' experience, three years' training above the high school and a rating of good, will be paid \$1,300 the first year, \$1,375 the second year, \$1,450 the third year, \$1,525 the fourth year, \$1,600 the fifth year, \$1,675 the sixth year, and \$1,750 after the sixth year.

Class C teachers with two years' experience and four years' training above the high school, and a rating of excellent, will be paid \$1,400 the first year, \$1,475 the second year, \$1,550 the third year, \$1,625 the fourth year, \$1,700 the fifth year, \$1,775 the sixth year, and \$1,850 after the sixth year.

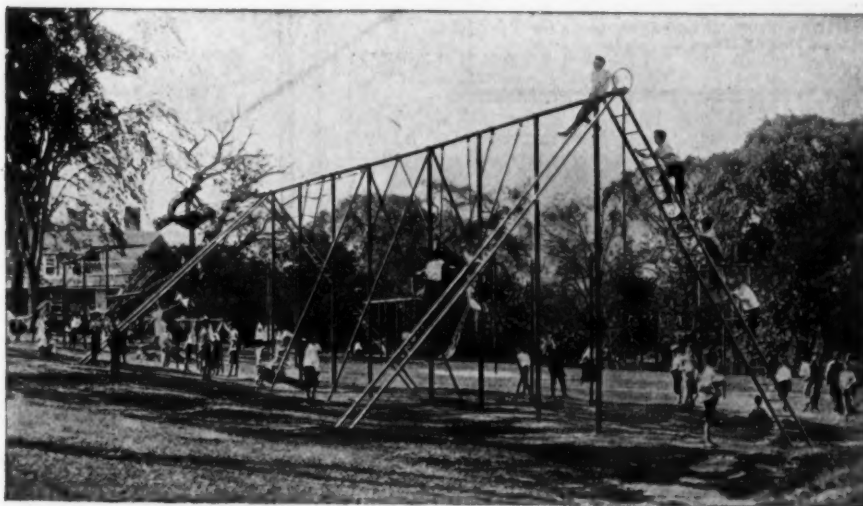
Class D teachers with twelve years or more experience, five years' training above the high school and a rating of superior, will be paid a salary of \$2,000. Only exceptional teachers may aspire to this classification.

Teachers of ten years or more service, whose training does not meet the requirements of the schedule, but whose service is superior, will be retained at the present salary level. Teachers of less than ten years' experience whose training is below the standard of the schedule, may be retained as long as they show evidence of reasonable effort each year by summer school and extension work.

Not more than three years of credit will be allowed for experience in schools other than those of Pueblo, and such credit will be given only for work done in city schools or well graded schools under competent supervision, and maintaining not less than a nine months' term.

# NARRAGANSETT STANDARD EQUIPMENT GYMNASIUM ÷ PLAYGROUND ÷ STEEL LOCKERS

## *Moral Delinquency and Physical Deficiency*



*Cost More Than Playgrounds*



## NARRAGANSETT MACHINE CO.

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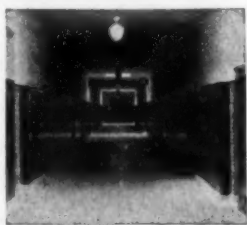
## Lockers

Time tests all things. It alone discloses that which is best.

After years of service, thousands of Berloy Steel Wardrobe Lockers are still giving entire satisfaction. Pupils give them hard use—but they withstand it because they are strongly built. Exactingly fashioned and finished in dark green enamel, baked on. Berloy Lockers present a very attractive appearance. Many installations are shown in Catalog Y-7. Write nearest branch for copy.

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A portion of the Berloy Steel Wardrobe Lockers in Covington, Ky., High School.



Double Tier Lockers for the gymnasium.



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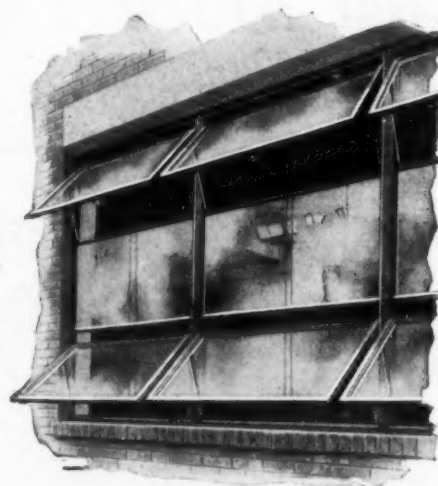
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INVESTMENT VALUE

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The windows with all-service ventilators



Ventilators open out from bottom (see illustration) or in from the top, as specified. Both may be used in same window: e. g., upper ventilator to open out, acting as rain shelter; lower ventilator to open in, acting as wind shield. Either can be reversed for washing from inside.

Made of solid steel bars. Easy to operate. Cannot swell, shrink or warp.

The ideal window for the average school at a very moderate price. Write for Bulletin.

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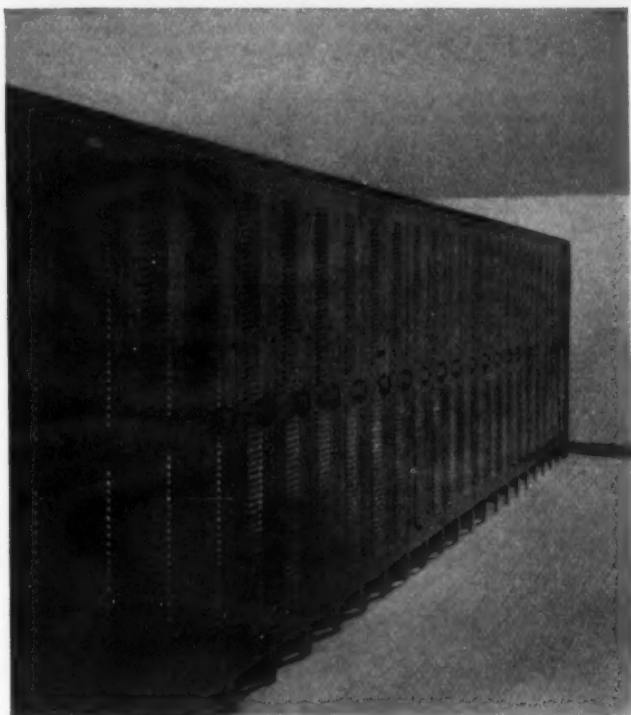
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# DURAND STEEL LOCKERS



Notice the perfect alignment of this long row containing twenty-five DURAND Steel Lockers. This is possible only with DURAND Steel Lockers because of the welded one-piece frame of 1" x 1" angle around each door and the quality and gauge of steel used in the door itself.

If you are in the market now for Steel Lockers, let us make suggestions to you as to the sizes, types, etc., of lockers particularly adapted to your requirements.

Send for our Catalog M on DURAND Steel Lockers or Catalog O on DURAND Steel Racks and Shelving.

## DURAND STEEL LOCKER COMPANY

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New York City

### Personal News of School Officials

—Supt. Geo. S. Laidley, Charleston, W. Va., has announced his resignation, to become effective at the close of the present year.

—A desire to complete certain constructive work for the schools of California caused William C. Wood, state superintendent of public instruction, to decline the presidency of the University of Arizona, at double his present salary.

—Supt. R. T. Tobin of Ansonia, Conn., has been reelected for the next year.

—W. S. Williams of Conway, Ark., has been elected superintendent of schools at Russellville, to succeed F. E. McAnear.

—F. A. Herrington of Hebron, Ill., has been elected superintendent of schools at DePue.

—W. C. Crawford has been elected superintendent of schools at Windber, Pa.

—Mr. W. R. Shank has been elected superintendent of schools at Gettysburg, Pa.

—Supt. A. E. Moyer of Sidney, Ia., has been reelected for a term of three years at a salary of \$3,000.

—Mr. H. C. Crumpacker has been elected superintendent of schools at Hoquiam, Wash.

—Mr. Ree Hughes has been elected superintendent of schools at Parsons, Kans., to succeed H. D. Ramsey.

—Mr. Charles Baldwin, Neosho, Mo., has been elected superintendent of schools at Bentonville, Ark.

—Mr. W. M. Oakerson of Jefferson City, Mo., has been reelected superintendent of schools.

—Mr. A. B. Ness has been elected superintendent of schools at Orchard Park, Wash., to succeed C. O. Gordon, resigned.

—Supt. T. W. Callihan of Galesburg, Ill., has tendered his resignation, to take effect in June.

—Supt. H. D. Ramsey of Parsons, Kans., died suddenly of apoplexy at a local hospital on April 12th. Mr. Ramsey was a graduate of the Emporia Normal School and had completed special work at the Kansas University and at Columbia University.

—Supt. Frank O. Draper of Pawtucket, R. I., died at his home in that city on April 12th, after a lingering illness. Mr. Draper was a graduate of Brown University and had been superintendent at Pawtucket since 1906.

—Mr. Clarence E. Ackley of Winchester, Ky., has been elected superintendent of schools at Ashland at a salary of \$4,500 a year. Mr. Ackley succeeds J. W. Bradner.

—Supt. J. C. McCullough has been reelected at Waynesboro, Pa.

—Supt. R. B. Irons of Winona, Minn., has been reelected for the next year.

—Mr. C. P. Davis of Guymon, Okla., has been elected superintendent of schools at Alva, to succeed A. W. Fanning.

—Supt. W. F. Shultz of Perry, Okla., has been reelected for the next year.

—Supt. W. M. Wilson of Catlettsburg, Ky., has been unanimously reelected for the ensuing year.

—Supt. E. T. Robinson of Centralia, Wash., has been reelected for the next year.

—Dr. W. H. Berry has been elected secretary of the board at Belvidere, Ill., to succeed F. S. Rowan.

—Mr. Arthur B. Lee, former president of the

#### PROLONGING SCHOOL LIFE.

There is something fine and admirable in the tribute that parents of all types and of all economic and social conditions pay to education in the laudable ambition to give their children the best education they can give them.

No man who wishes well of his fellows will refuse to subscribe to the principle that the period of schooling should be prolonged. More than enough money to meet the added expense necessary to carry out such a program is now being wasted by the public on trivial and superficial amusements and indulgences.

—Oliver J. Morelock, Superintendent of Schools, Essex County, N. J.

board at Spokane, Wash., died at a local hospital on April 18th after a lingering illness. Mr. Lee was elected to the board in 1914, serving two terms and retiring as president because of ill health.

—Mr. George King has been elected clerk of the board at Salt Lake, Utah, to succeed L. P. Judd, deceased. Mr. King has had wide experience in the purchase of supplies and materials of various sorts for large institutions.

—Mr. Luke Smith has been elected secretary of the board at Trinidad, Colo., to succeed F. W. Jones, resigned.

—Mr. Thomas E. Cole, for five years assistant superintendent at Seattle, Wash., has been elected head of the school system to succeed F. B. Cooper, resigned. Mr. Cole is a graduate of Upper Iowa University and of DePauw University.

—Mr. E. C. Elkema of Maynard, Ia., has been elected superintendent of schools at Waukon at a salary of \$2,500.

Mr. Asa H. Wood of St. Louis, Mich., has been elected superintendent of schools at Cassopolis at a salary of \$2,200.

—Supt. H. M. Corning of Trinidad, Colo., has been reelected for the next two years.

—Mr. C. E. Dudley of Earlington has been elected superintendent of schools at Henderson, Ky.

Supt. H. R. Hinshaw of Alta, Ia., has been reelected at a salary of \$2,800.

—Supt. Elmer W. Waite of Manitowoc, Wis., has been reelected for the next year.

—Supt. B. G. Graham of New Castle, Pa., has been reelected for a four-year term.

—Mr. Landis Tanger of Homestead, Pa., has been elected superintendent of schools at Reading, to succeed Charles S. Foos, resigned. The appointment is for four years at a salary of \$6,000.

—Supt. H. J. Wickey of Middletown, Pa., has been reelected for a four-year term at a salary of \$3,500.

—Mr. Rhys Powell of Wilkes-Barre, Pa., has been elected superintendent of schools at Scranton, to succeed S. E. Weber. The position carries a salary of \$5,000.

(Continued on Page 83)





# Schools from New York to San Francisco

Use Hockaday  
for These Reasons

Being Non-Porous HOCKADAY Is Most Sanitary  
HOCKADAY Requires Less Painting Time And  
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HOCKADAY Wears Longer - Gives Seven to Ten  
Years Satisfactory Service

HOCKADAY service records from schools everywhere are really astounding. Think of painting your walls but once every ten years. One large school board believes they have in HOCKADAY a finish that will last fifteen years.

HOCKADAY is entirely different from the ordinary interior finish. It is non-porous. Dirt, ink, grease, etc., cannot creep through the finish, but are kept on the surface. With abrasive soap and water without affecting the finish anyone can easily clean the walls and make them as fresh and beautiful as new.

**Our Best Salesmen  
Are School Boards Who Know  
HOCKADAY**

School superintendents and boards who know HOCKADAY "boost" and brag about the results obtained. Let us send you names of schools near you who use this product.

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# HOCKADAY

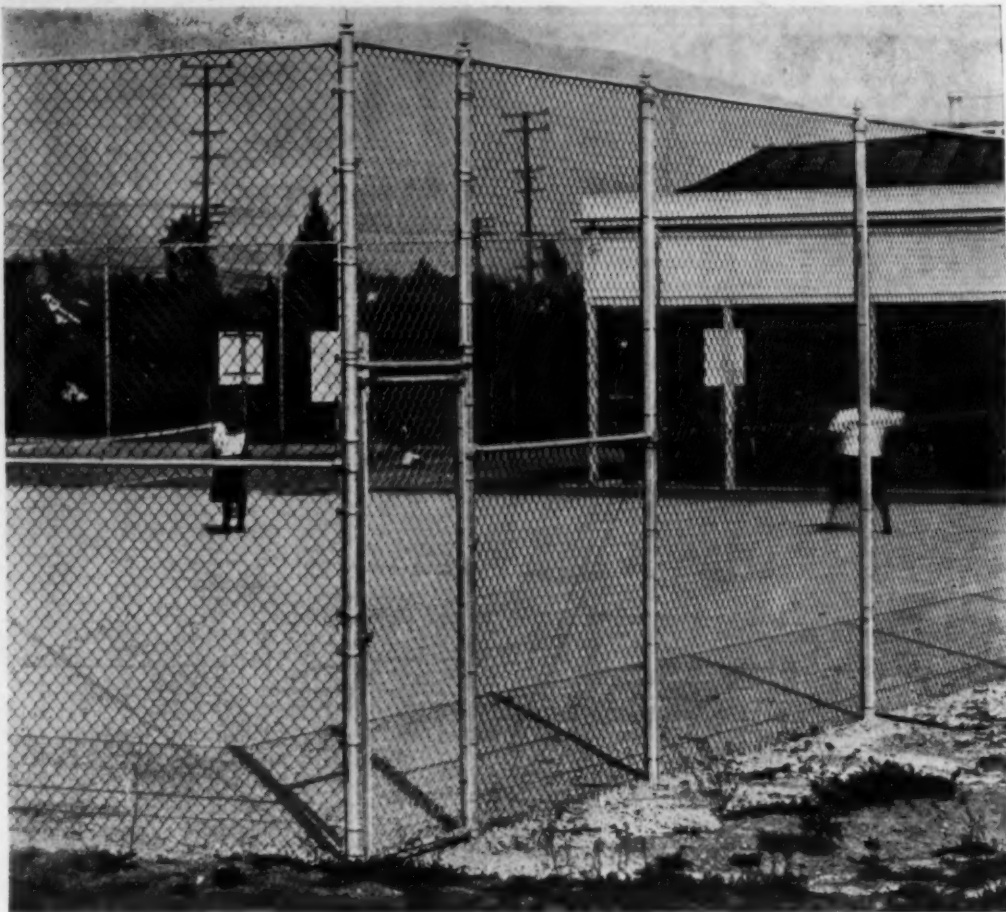
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Send today for our big, beautiful book—"Paint Mileage." It contains valuable and helpful specifications, suggestions, and important interior finishing information that you will be pleased to have. This book is the most complete work on the subject of economical interior finishing ever produced. Send for your copy today, also a HOCKADAY'd panel for you to test.





**I**N backstops or enclosures for outdoor basketball and tennis courts, Anchor Post construction meets the most exacting requirements. Posts of unusual height are anchored rigidly in the ground, and support chain link or hexagonal galvanized mesh without wavering in the face of impact, weather, or time. Sturdy construction allows electric-welded entrance gates to be placed at will along the enclosure.

*This photograph shows Anchor Post installation about tennis courts of Pasadena High School, at Pasadena, Calif. Other installations of this and other types shown in our new Rotogravure Catalog, sent free on application at any address below.*

## ANCHOR POST IRON WORKS

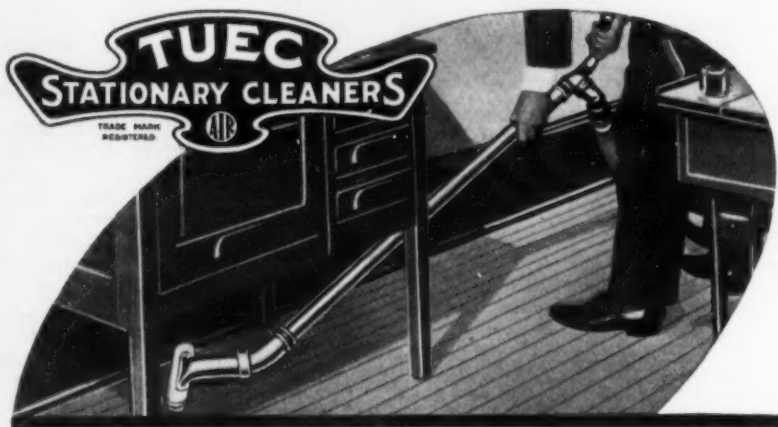
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Half the cost of cleaning your school can be saved—and the building kept cleaner—with the Tuec Stationary Vacuum Cleaner. Perfect sanitation of nearly 2000 schools is being maintained by the Tuec Stationary Vacuum Cleaning System throughout the country.

Mechanical simplicity, ease of operation by less labor, small upkeep and running expense makes the Tuec the most desirable school cleaning system.

Send us a set of plans of the school building in which you are interested. Tuec engineers will make a complete layout of the cleaning system at no cost or obligation to you.

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Washington School,  
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School,  
Pittsburgh, Pa.  
Western State Normal,  
Hays, Kansas  
West Technical High  
School, Cleveland, Ohio  
Lincoln School,  
Appleton, Wis.  
North Central High  
School,  
Spokane, Wash.  
Delaney School,  
St. Louis, Mo.  
North East High School,  
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A. A. Guilbert, Architect.

## The McKinley School, Racine, Wisconsin

is another school receiving  
excellent satisfaction from

## T-M-B THE Mastic Floor FLOORING

Over 14,000 feet of T-M-B Flooring have been laid in the class rooms and corridors of this fine modern school building.

The great durability and economy of this material, its restful tread, and its sound deadening and sanitary qualities combine to make it a most appropriate and satisfactory floor covering for school requirements.

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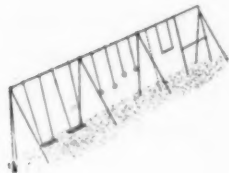
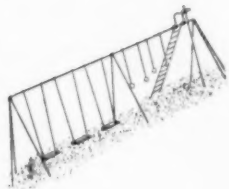
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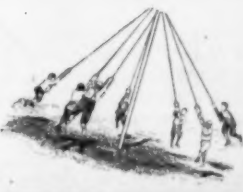
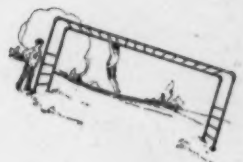
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## School Administration Notes

—An actual saving of \$187 per graduate in the all-year school has been claimed in a report of Mr. W. A. Roe, Principal of the Belmont Avenue School at Newark, N. J. Mr. Roe holds that to discontinue the all-year school would be to send the cost of education higher.

In comparing the cost of schools under the old and the new plan, Mr. Roe selected the Joseph Haynes and the Belmont schools which are comparable in size and in the type of pupils enrolled. During the eight years, 1912-1920, inclusive, the Belmont all-year school graduated 1,127 pupils at a total cost for all the graduates of \$585,463, or an average cost of \$519. In the same period the Haynes school graduated 754 pupils on an expenditure of \$532,862 for all graduates, or \$706 per graduate.

The cost per graduate has varied widely in both schools from year to year. In 1912 the cost at Belmont Avenue was \$451, ascending irregularly until 1916, when it declined to \$429, only to rise again each year, reaching \$719 in 1919.

The total saving on the all-year graduates for the eight years is estimated by Mr. Roe at \$211,008. Deducting from this the extra cost for the summer, amounting to \$52,601, gives a net saving of \$158,407.

—Joplin, Mo. By a vote of four to two, the board shortened the school term one month, closing the schools on May 19th, instead of one month later.

—Nahant, Mass. The school board has adopted a policy of having, under bad weather conditions, one school session, when a storm arises while pupils are at school in the morning. The bell will be rung as follows:

At 11:15 A. M. for grades one and six, and at 11:45 for the junior high school, grades seven to nine. On one session day pupils will stay in school until 12:30 P. M. for grades one to six and until 1:00 P. M. for the junior high school, in each case one hour longer than usual. When dismissed later it will be for the rest of that day.

—Gloucester, Mass. The tuition of non-resident students has been raised to \$115 in the high school and \$60 in the elementary schools.

—Medford, Mass. The school board has voted to eliminate the semi-annual promotion system in the high, junior high and grammar schools following a special study of the plan. The return to the June promotion and graduation plan is expected to result in a saving of time.

—Owosso, Mich. A movement has been started to establish a maximum amount to be expended for commencement apparel. The parents of high school seniors have cooperated in the formulation of the proposed regulations.

—Spencer, Ia. As a measure of economy to pupils, the board has taken steps to sell books and supplies at as near cost as possible. A supplies store will be established in the high school where textbooks, tablets, pens, pencils, ink and second-hand books will be sold. A storekeeper will be in charge and the purchasing will be made by a committee composed of the board of education and the superintendent.

—Mr. Robert O. Small, Deputy Commissioner of Education for Massachusetts, appeared recently before the House Ways and Means Committee of the Massachusetts legislature in support of a measure permitting the discontinuance of continuation schools when the number of pupils falls below two hundred. Mr. Small holds that the continuation school system is a great success but points out that for administrative reasons, some of the schools may well be combined into a district at a large annual saving.

—Sandpoint, Ida. Automobile mechanics has been eliminated from the manual training course, domestic science and manual training

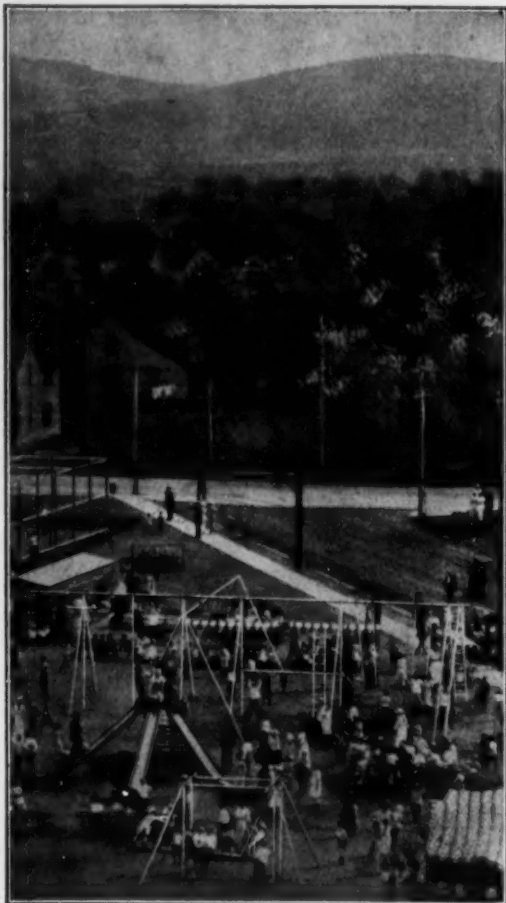
have been limited to the high school, and the school nurse eliminated, as a means of reducing the school budget for the year. The board has also prepared a schedule of salaries for new teachers which will make a further saving.

—Racine, Wis. The special committee of the board has recommended that the board adopt the policy of having a principal in each school building; that the office of primary and kindergarten supervisor be eliminated; that the supervisor of English for elementary grades be transferred to supervisor of English for the junior high schools and to give instruction in English at the high school, devoting half time to each; that the fifth and sixth grade manual training instructor be eliminated, and that the positions of school clerks in the several buildings be discontinued.

—The greatest display of school work and training in the history of the city was held March 31st and April 1st at Memorial Hall, Springfield, O. The exhibit was not merely a demonstration of work accomplished, but was an animated spectacle of actual work in progress. The range of the program covered every phase of school work from the physical and hygienic instruction, through the domestic arts, manual arts and the commercial and college preparatory branches, to a patriotic climax in the form of an immense American flag formed by 455 children from the grades carrying red and white banners arranged in alternate rows, with a field of children carrying blue banners upon which white stars were emblazoned. Arrangements were made with various merchants for the use of their display windows and in these were shown the work of the several departments. A decided interest in the entire display was shown by the citizens.

—Endicott, N. Y. Despite the fact that the registration in the schools has increased from 850 in 1913, to 3,200 in 1921, every child is housed in a school building and on full time. A new high school, a grade school with 36 classrooms, besides office, clinic and so forth, two old buildings remodeled and transformed into modern plants, is the accomplishment of the last six years.





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#### WHY PUPILS LEAVE SCHOOL.

A study of the reasons given by 1,017 New York City boys and girls as to why they left high school before completing their courses, reveals some interesting facts. The study shows that over 63 per cent gave up because of economic reasons, over 73 per cent because of failure in one or more subjects, six per cent because of failure in all subjects, 90 per cent because of failure in languages, 80 per cent because of lack of holding power in the first and second years, and 27½ per cent because of general dissatisfaction with the work.

The facts have become available through the work of the high school placement office conducted by the Department of Education. Mr. Charles M. Smith, high school teacher in charge of this work, kept a complete record of the boys and girls who came to the bureau to secure positions. From October, 1921, to February, 1922, a total of 906 students filed complete information. Of this total, 48 per cent were in the first year at high school, 32 per cent in the second year, thirteen per cent in the third year, and three per cent in the fourth year. Forty-four per cent were in the general course, 43 per cent in the commercial and nine per cent in the technical. Of the total of 535 students who had been enrolled long enough for rating, 76 per cent were failures in from one to all subjects, while 24 per cent did not have any failures during the term. Ninety per cent of the failures were in languages.

Since the bureau was a job-getting office, it was evident that a large number of the students would be from among those needing employment. There were 63.5 per cent who gave economic reasons for leaving. Sixty-one students, or 11.6 per cent of the entire group, left to go to private schools, 11.3 were dissatisfied, and 4.5 per cent were failures in their work.

Only 57 per cent of the students coming to the bureau had received any advice from the industrial schools and quite uniformly that advice was to go to night school. Only a small percentage of the students worked outside of school hours.

Pupils who left to go to work were distributed among those occupations comprising

housework, department store work, errand or office boys, clerical service, trade or industrial work, and the wages ranged from \$10 to \$14, and in some cases \$28 a week.

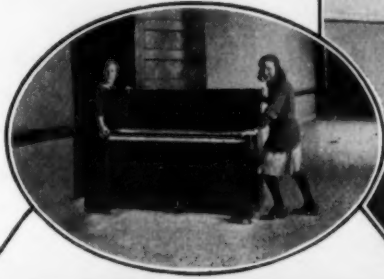
Since the new law gave control over working papers to the Education Department, data have been gathered by the bureau as to the work in which 355 pupils under 16 years are engaged:

23.6 per cent (girls) are engaged in housework at home; 34 per cent are errand, messenger or office boys; 11.5 per cent are in trade or industry; 13.8 per cent are in clerical service; 9.8 per cent are engaged in selling work; 2.2 per cent are shipping or stock clerks, and 2.3 are in miscellaneous positions. The pay ranges from \$8 to \$12 per week.



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PRESIDENT AND MRS. HARDING WATCHING THE TRACK MEET AT CENTRAL HIGH SCHOOL FIELD, WASHINGTON, D. C., MAY, 1922.  
 In the photo can also be seen, George Christian, Secretary to the President; Col. Miller, Commander of American Legion, and Col. Drain, Past Commander of American Legion.



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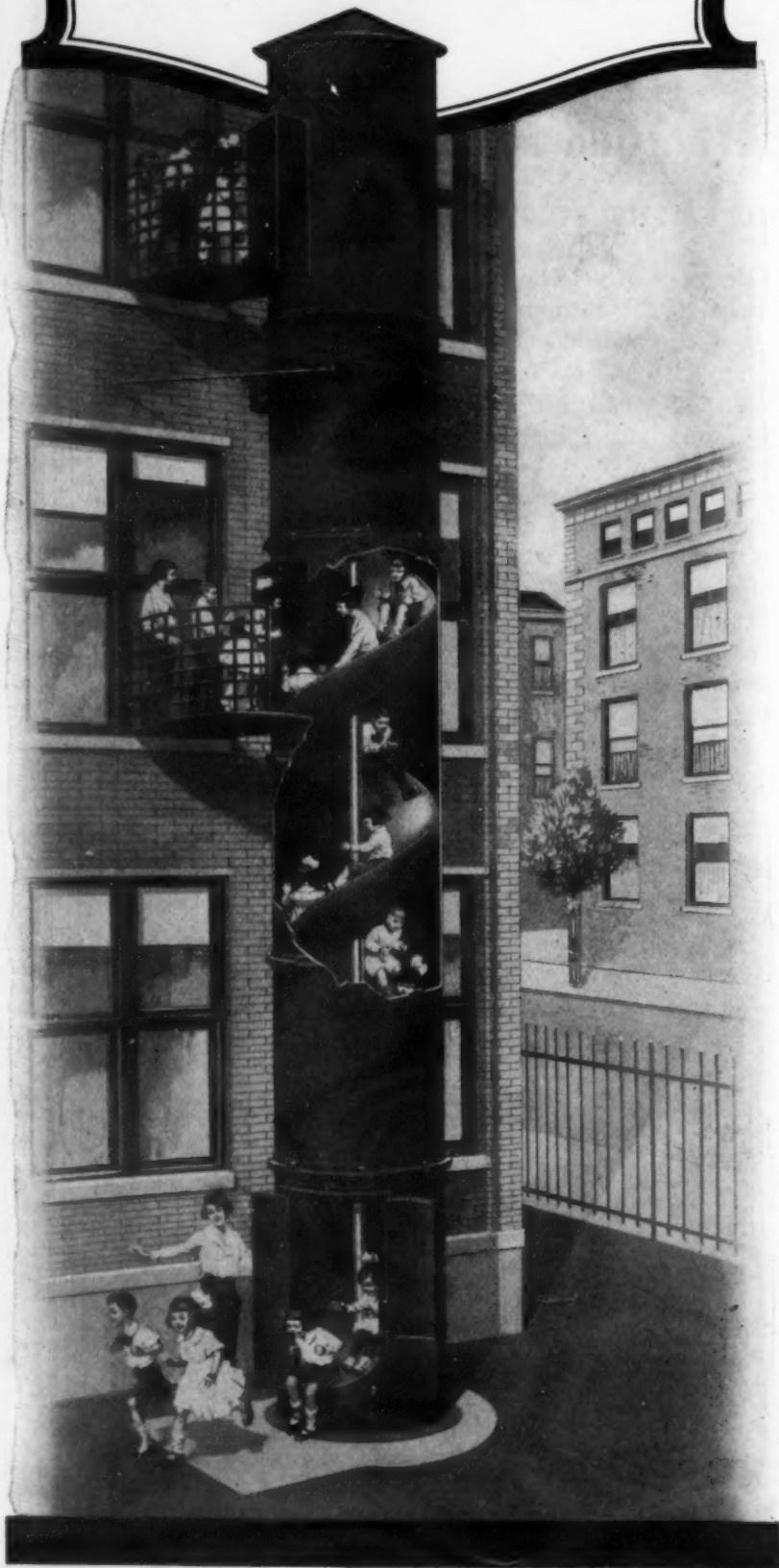
No school is really safe as long as there is a chance for a panic. Write for complete information today.

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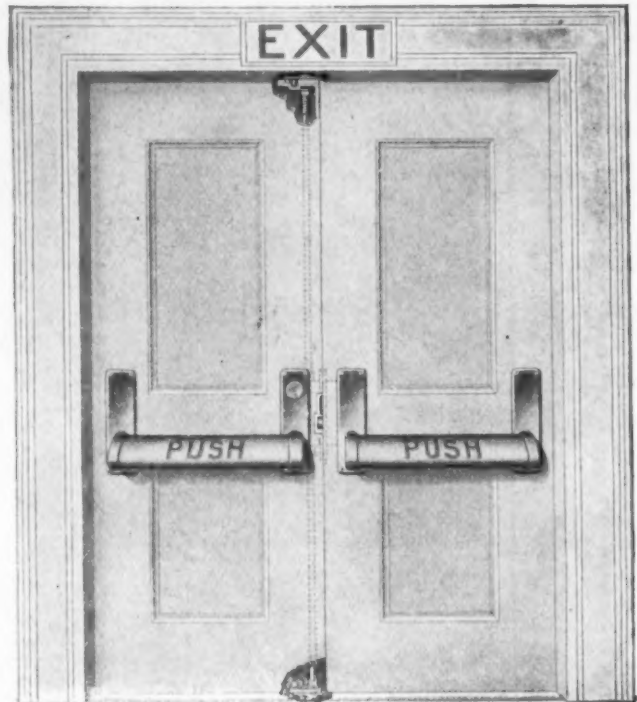
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as illustrated above, are attractive in appearance, strong in construction and quick in action. The construction is such that in operating the push bar the hands or arms cannot be caught between the bar and the door.

They have a wide push bar which projects only 2½ inches from the surface of the door, permitting the door to swing wide open so as not to obstruct passage through the doorway. Slight pressure on the bar at any point will release the bolts instantly. All edges and corners on the bars and brackets are carefully rounded, eliminating all possibility of wearing apparel becoming accidentally caught.

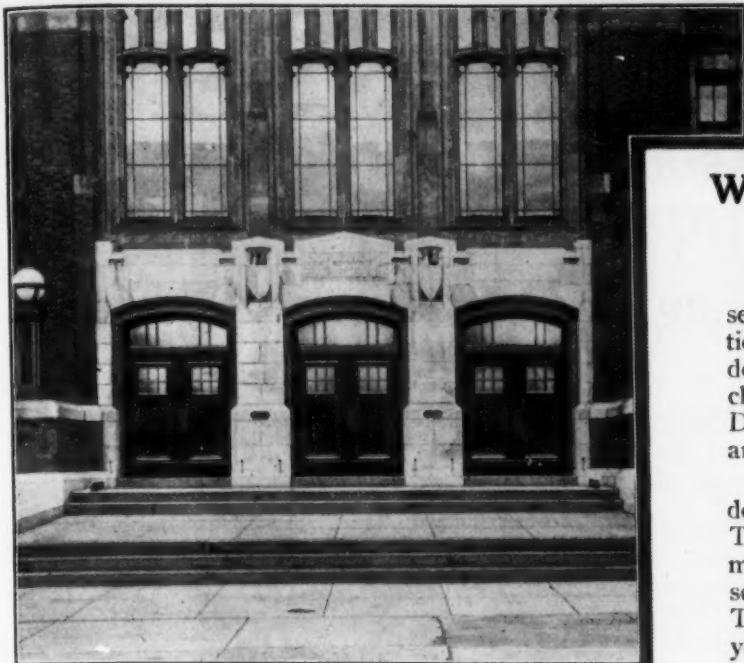
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The above illustration shows three sets of Dahlstrom entrance doors in the Hutchinson High School, Buffalo, N. Y., after seven years of service.

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Dahlstrom hollow metal entrance doors are fabricated from ingot iron. This is for protection against climatic conditions. They are all steel, so they cannot warp, swell or crack. The baked-on-enamel finish is hard, yet elastic, which is easily kept clean without losing its lustre.

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Below is shown an unretouched photo of a pair of wood entrance doors in a school after seven years service.



## QUESTIONS AND ANSWERS.

### State Requirements on Ventilation.

Q:—What amount of air is required per pupil, per minute in the several states?—P. B., Georgia.

A:—The states requiring "a supply of thirty cubic feet of air per minute per pupil are Massachusetts, Minnesota, New Jersey, New York, North Dakota, South Dakota, Ohio and Virginia.

### School Taxation.

Q:—(1) Do you believe that the taxation of realty property reduces the tax burden to the comparative few?

(2) Do you believe that a state income tax will provide a more equitable distribution of tax burdens?

(3) Do you deem a state income tax to provide for teachers' salaries and relieving localities of the burden at this time, wise and expedient?

(4) Do you believe that school systems should eliminate the purely decorative as a matter of economy?

(5) Do you think that the American public schools have carried over-expansion farther than they can show efficient and effective service to society?—J. H. B., North Dakota.

A:—(1) Yes, it bears substantially the entire load of local and state taxation, a load that is threatening to become oppressive.

(2) A system of state income taxation will provide a more equitable distribution of the tax burden and yield substantial revenue.

(3) The income tax will enable a better support for local school funds. We do not believe that the localities should be relieved from direct school support.

(4) We believe that certain economies are in order. We do not subscribe to a reduction of salaries, delay of new buildings, or shortening of school terms. Economies must be effected through larger classes, closer supervision, a clearer division between school and home responsibilities and elimination of non-essentials.

(5) The over-expansion of the schools exists in an eagerness to serve society beyond what society has a right to expect. It is the province of the home to send the child in a teachable condition to the school mentally, mor-

ally and physically, and not to expect the school to assume parental prerogatives. It is the function of the school to develop the mind and to augment the moral and physical progress of the child. The initiative for the one lies with the home; the other with the school.

### School Administrative Problems.

88. Q:—Do you have any data at your command or can you refer me to some school district in cities of between 100,000 and 150,000, population that have a purchasing agent for the purchasing of their supplies, where I could get detailed information as to the manner in which the office is conducted.—E. F. H.

A:—The school boards do not employ so-called purchasing agents. They have business managers who have the authority to purchase supplies. The school boards in cities of between 100,000 and 150,000 population employing such business managers are: Reading, Pa.; Cambridge, Mass.; Wilmington, Del.; Camden, N. J.; Salt Lake City, Utah; Nashville, Tenn.; Trenton, N. J.; Fall River, Mass.; Des Moines, Ia.; Kansas City, Mo.; Spokane, Wash.; Lowell, Mass.; Springfield, Mass.; Youngstown, Ohio; Paterson, N. J.; Grand Rapids, Mich.; Houston, Texas; Bridgeport, Conn.; Dayton, Ohio.

### School Board versus City Council.

Question: Our school board is interested at this time in the question of direct control of the schools by city or town councils. What is the experience of American cities in this direction?—D. C. B.

Answer: In the states this question has been fought out until all the equities involved were practically settled. In former years the city council was the Caesar to whom the appeal had to be made, and it was found that the efficiency of the schools was impaired thereby.

The result was an absolute divorce between city council and school board. The schools are provided with a tax limit by state law which is deemed ample for the support of the schools. The local machinery provides the funds which are expended under the sole direction of the school authorities.

True, the school boards are not empowered to levy taxes. The established municipal agencies are better equipped to do that. But, the school

board is elected by the people and therefore responsible to the people for the wise and judicious expenditure of school monies.

Where the school boards are subject to supervisory financial authority of other governmental agencies, confusion, controversy and laxities follow. This has been the experience in American school administrative labors.

In an editorial on the difficulties which the New York City Board of Education encountered by being subject to the authority of a city board of estimates the School Board Journal for January, 1920, says:

"Schoolmen have for many years maintained the principles that the schools are a branch of the state government and that the local school boards are state agencies which should be independent in their educational policies and financial control of the schools. It has been urged that the tie-up with municipal government should be for convenience and efficiency in the levying of taxes, bonding and caring for funds.

"The provisions of the older city charters which have been the cause of much friction between school boards and city councils have been considered incorrect in theory and unsatisfactory in operation, and practically every recent codification of state school laws and revisions of city charters has eliminated them or at least made them ineffective."

In an article by Harry R. Trusler, Professor of Law, University of Florida, published September, 1914, in the School Board Journal, the subject was threshed out from the legal point of view establishing the fact that "the schools are a state institution."

In an opinion rendered by the Supreme Court of New York, as published in the School Board Journal, January, 1913, Justice Reed holds that in "school matters the state is supreme."

In speaking of the troubles encountered by the city of Buffalo, N. Y., an editorial of January, 1917, comments as follows: "The city of Buffalo, N. Y., will never enjoy the benefits of a progressive and comprehensively efficient school administration so long as the school board is not absolutely divorced from the city council. The entire community must understand that the schools are a department of the state and that the board of education is the local representative of the





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state, the jurisdiction of the board is absolute and supreme, and the only common interest between it and the city government is the common duty of the welfare of the children. Only on such a basis will there be durable peace and mutual cooperation."

#### Finishing School Floors.

268. Q:—We have recently opened a very fine school building for high school purposes. In this building we have hardwood maple floors. We desire to preserve the natural beauty of these floors. However, we find difficulty in getting the proper treatment for them. If we oil the floors, they immediately discolor and if we do not oil them, we have too much dust. There are various preparations for preserving floors and I am writing to ask that you give us the benefit of your information on this point.—E. J. C.

A:—After continued observation covering a number of different types of floors, I have come to the conclusion that the most practical as well as the most desirable method of treating floors in public buildings is that which I specified for the New York State College of Forestry some four years ago.

The floors were machine sanded across and with the grain, hand scraped around the border where the machine could not reach, and after dusting thoroughly with a hair broom, were given a very thorough coat of boiling hot linseed oil (raw) to which was added turpentine in the proportion of one part turpentine to three parts of oil. To each gallon of the above mixture was added one tablespoonful of dark japan drier. This was mopped on thoroughly and allowed one week to dry. All traffic marks were removed by careful mopping with every care to avoid too much moisture. The following day the oiling treatment was repeated.

These floors and halls in the rotunda get very heavy duty from students wearing hob nail boots smeared with mud as a result of their forest trips and other field studies. Although the floors darken and grim up considerably during the winter, the very thorough mopping with hot Golddust in June restores them to a condition remarkable for its freedom from stains of all kinds. It is very apparent that this oil treatment has effectively sealed the wood and as a result any dirt or

other foreign material becomes purely a superficial coating easily removed with hot Golddust and water. After the mopping up, floors are allowed to dry, free from traffic, for about a week and are then given two coats of hot oil, turpentine and drier as originally specified.

It is my impression that the state educational hygiene law requires some form of oil treatment in all public school buildings as a means of controlling the chalk nuisance. Certain it is that where oiling is not practiced the dust on the floors and cracks soon becomes a very noticeable nuisance. With this in mind it may be necessary to occasionally, as during the Christmas holiday, give the floors a very light mopping of Standard Oil Company's "Light Floor Oil" which is a medium-bodied, light colored, paraffine distillate.

Last of all I am forced to believe that the maintenance of light colored varnished floors of the maple type is a financial and practical failure. Frequent mopping in a public building of this type is certainly a necessary evil, under which treatment the best of floor varnishes are soon destroyed. In view of these facts therefore, it is beside the question to suggest the treatment which would be pleasing for floors in a home.—  
Ralph G. Waring.

#### THE CHICAGO SCHOOL FINANCE SITUATION.

The Chicago board of education is wrestling with a financial pressure and is looking for expedients in retrenchment.

The bureau of public efficiency of that city analyzes the fiscal status as follows:

"The 1921 building fund tax, which is now being collected, was \$10,500,000 and resulted in a tax rate of 62 cents per \$100 assessed value. The 1922 building fund levy recently made (which will be collected next year) is \$14,000,000, and will result in the 75-cent maximum rate authorized by law. This levy is in anticipation of expenditures to be incurred in 1923. In making this \$14,000,000 levy, the Board apparently proceeded on the assumption that it can spend in 1923 all the taxes that it is authorized to collect, leaving the way in which they will be spent to be settled later.

"Nearly 40 cents out of each dollar now paid

by taxpayers is going to the support of the schools. Notwithstanding school revenues have considerably more than doubled in recent years, there is every prospect of further heavy increases unless present resources are conserved and expended to the best advantage. How far the school housing situation can be relieved, and unnecessary additional tax burdens may be avoided will depend to a large extent upon the adoption and execution of an economical and efficient building program.

The Textbook Question also calls for consideration. Estimates presented to the General Assembly last year in support of tax legislation for financing the purchase of free textbooks stated that \$1,500,000 would be required in the 1921 tax levy (to be collected and expended in 1922) and that thereafter not to exceed \$500,000 a year would be required. The 1921 levy as finally made was for \$1,400,000. This is now being collected and will be available during the current year.

"In its report on proposed tax increases for school purposes in 1919, the Bureau said: "The Chicago School System needs a definite, intelligent, progressive, far-seeing program that will command the support of the community as a basis for its future expenditures. The Bureau is not opposed to increasing taxes for the purpose of financing such a program."

The bureau concludes its discussion by recommending a \$1,000,000 fund in the expenditures for free textbooks.

#### Chats During Recess.

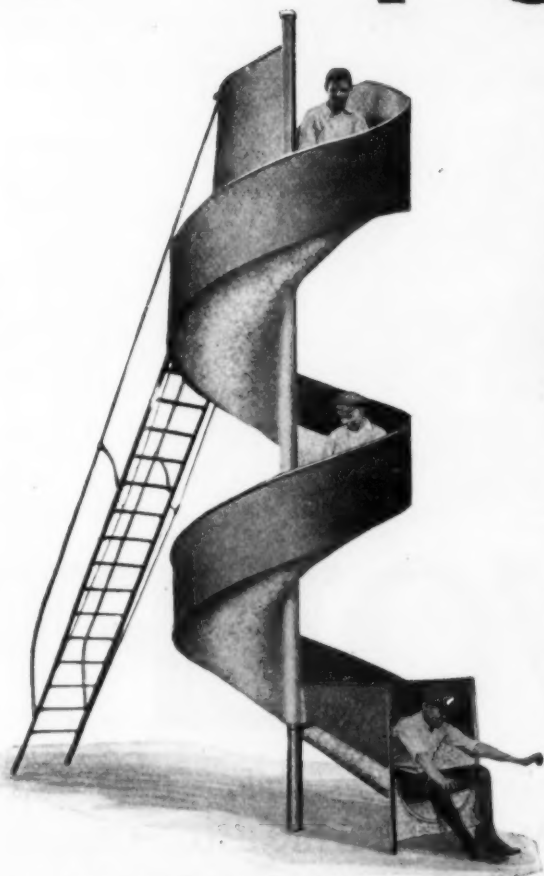
A newspaper heading: "Need Showers in Hub Schools." The inference here is that the schools are located in Boston and that they need washing. A reading of the article develops that Boston's mayor believes that every school kid requires a shower bath.

Down in New Hampshire they are beginning to call a teacher's convention a "round-up". At last the effete East is accepting something from the wild West. Next we shall hear the Wyoming cowboy and Indian "round-ups" called "educational conventions."

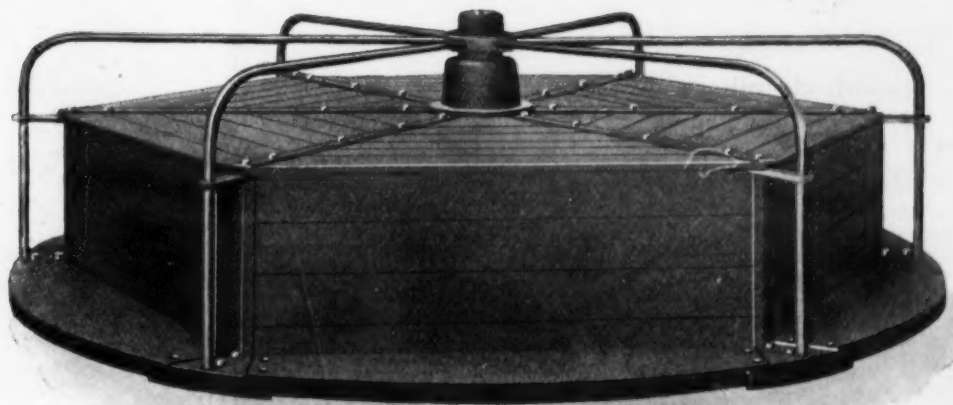
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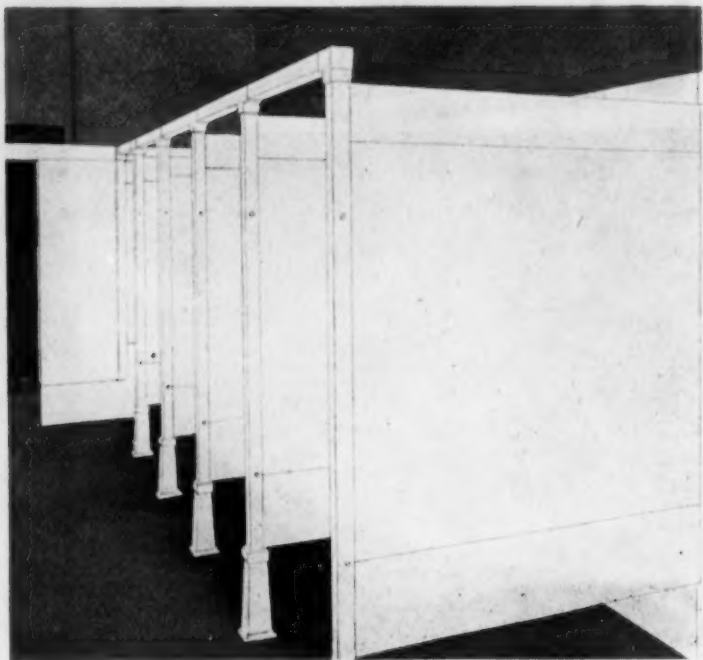
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*Vitrolite* is acid-proof and non-staining. Establish cleanliness as the standard in your school. We will be glad to send a representative to you to talk over your particular problem without obligation.

*Vitrolite* patented construction, eliminating screws and bolts, adds to the beauty and durability of every installation.

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**T**HE ultimate cost of Wolff Plumbing is always less than that of cheaper ware.

As the public has swung back to quality and begun to buy with more discrimination, Wolff specifications are showing a tremendous steady increase.

In new building and remodeling, discriminating architects and school boards will this spring specify thousands of this famous Wolff unit, whose quality, correct design and durability have stood the test.

Wolff "Solidon" syphon wash closet—adapted and made especially for school installations.

Seat operating — trouble proof. Of extra heavy construction with open front seat, rolled galvanized pressure tank and nickel plated finish.



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POTTERYWARE, BRASS GOODS, MARBLE

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Scientifically reinforced, rigid Door.  
Concealed one-piece Locking Device.  
Extra long, double thickness Hinges.  
Straight lift Handle.  
Door latches automatically when closed.  
Padlock attachment on every locker.

The Durabilt Steel Locker is a product of the very highest quality, workmanship and finish. There is only one reason why our prices are low—we manufacture NOTHING BUT LOCKERS, and this specialized production enables us to turn out a superior article, in large volume, at low cost.

The Detroit Board of Education has purchased 9,865 Durabilt Steel Lockers in the past six months.

The wonderful new High School at Hibbing, Minn., contains over 2,400 Durabilt Steel Lockers.

2,600 Durabilt lockers are going into the two new High Schools at West Saginaw, Mich.

Warren, Ohio, has two new schools with 1,000 Durabilt lockers in each.

The new Mankato, Minn., High School will be Durabilt equipped.

These are but a few of the big Durabilt equipments that have been contracted for this Spring. There are hundreds of smaller installations in all parts of the United States.

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We are qualified by experience to render real assistance on locker projects. Our service is cheerfully given under all circumstances.

## Durabilt Steel Locker Co.

400 ARNOLD AVE.

AURORA, ILL.

Write us at Aurora. Your inquiry will be referred to the Sales Office nearest you. We have representatives throughout the country.

## Teachers' Salaries

—Some of the commercial bodies of the state of Washington have decided that there shall be no salary cutting. The maximum and minimum salaries now paid in the various cities of the State are enumerated as follows:

City	Elementary	High School
Seattle	\$1500-2100	\$1800-2400
Tacoma	1200-1360	1500-2220
Spokane	1200-1700	1500-2000
Everett	1100-1800	1300-2100
Bellingham	1260-1600	1560-1980
Walla Walla	1100-1640	1350-1900
Yakima	1100-1500	1400-1900
Aberdeen	1200-1800	1500-2100
Hoquiam	1200-1800	1400-2100
Vancouver	1080-1512	1260-1752

—At Taunton, Mass., the school board raised the salaries of 23 high school teachers. The mayor in opposing the action termed the increase as silly. When Superintendent Persons interposed, the mayor rebuked him.

—Weirton, W. Va. According to a salary schedule adopted last year for the elementary schools, practically all the teachers will be given a raise in salary. High school teachers will likewise profit by an increase.

—New Britain, Conn. The city council has adopted an amendment of the voters calling for reductions in the salaries of city officials and employees. The action means that teachers will be subject to reductions of from fifteen to sixteen per cent. Under a lower tax rate the school budget has been reduced from \$781,000 to \$715,000 and the total pay of teachers from \$548,000 to \$493,000.

—Stratford, Conn. The city council has adopted a resolution opposing increases of \$100 for teachers granted by the school board. Under

der the present salary schedule, the \$100 increase is given yearly until the teacher reaches the maximum.

—Boston, Mass. The high school women teachers have started a movement to urge the cause of equal pay for equal work, which is the slogan of their organization and the substance of a petition before the board. The school board has been asked to equalize the pay of the women teachers with that of the men. It was pointed out that the advantage given men teachers in the matter of pay has been based on the assumption that men were the supporters of families, while women had no dependents. This, it was shown, was often the reverse. Women teachers living away from home assume the expense wholly or in part, and are also under heavy expense for board and room where their work is.

—Liberal, Kans. The board has ordered reductions of from \$15 to \$20 in the salaries of teachers for the next year.

—Scottsbluff, Neb. By reducing the maximum salary of teachers in the junior high school from \$1,460 to \$1,350 and by eliminating penmanship and art supervision, the board has effected a saving of \$6,000 for the next year.

—Bloomfield, N. J. Reductions of ten per cent in salary have been ordered.

—Beatrice, Neb. The board has made reductions of twenty per cent in the salary of all teachers.

—Philadelphia, Pa. The board has taken action to advance one-half of the September salary not to exceed \$50 to teachers who return to school next fall. For several years the teachers have complained they have been put to inconvenience by having to wait until October for their salary, as a vacation period of several months elapses between June and October.

—Natick, Mass. The board has provided for automatic increases of \$100 next September on all salaries less than \$2,000.

—The Classroom Teachers' Conference, St. Paul Division, of the Minnesota Educational Association, has voted to oppose any and all reductions in salary. The teachers believe that the pay should be equal to that paid in other lines of work where similar qualifications are required.

—The board of education of New Brunswick, N. J., on April 29th, took a definite stand against encouraging married women to continue as teachers in the schools. While the board is legally bound to continue married teachers who have tenure in the school system, the sentiment of the members is against married women continuing as teachers. The board has discontinued the placing of those without tenure on the tenure list. In exceptional cases only will married women be continued as substitute teachers.

—A local teachers' association has been in operation at East Hartford, Conn., for the past three years. Each year has witnessed advances in professionalizing the force through this organization. During the past year a lecture course on world problems has been supported by the association, and a recent canvass of the N. E. A. membership has resulted in 70 per cent of the teaching staff becoming members of that organization. Five of the buildings report one hundred per cent membership enrollments in the N. E. A.

—A teachers' council, organized at the suggestion of Supt. P. B. Barnes, has been in operation at East Hartford, Conn., for the past three years. The council which was organized with the purpose of formulating school policies, was composed of the following personnel: The principal of the high school, the principals of the six large elementary schools, a "teacher representative" chosen by the teachers of each of the seven schools, and the superintendent of schools.

The council which was reorganized during the current year, now has the following membership: The principal of the high school and a "teacher representative" from the high school, chosen by the staff; the principals of the six large elementary schools, and a "teacher representative" chosen by and from each grade group from kindergarten to the eighth and the superintendent of schools.

The council meets upon the call of the superintendent. Some of the problems considered by the council have been those of salary schedules, teacher rating, promotional problems and general policies.





**Sanitary Steel Wardrobe**

72 in. high, 35 in. wide and 18 in. deep. Does away with coat hangers and wall racks—presents neat appearance, saves time and confusion.

## Install these Steel School Cabinets

Many schools have installed these steel school cabinets, and find them almost indispensable, because of their safety and utility. Aside from these advantages, they are sturdily constructed of steel, with welded joints, present a neat and orderly appearance, and are beautifully finished in olive green enamel, baked on.

**MEDART**  
Steel  
OFFICE CABINETS

The sanitary steel wardrobe illustrated at the left is being used for clothing, hats, raincoats, umbrellas and other belongings—safe from dust, dirt or tampering.

The stationery cabinet is used for storing books, drawing materials, records, files, and supplies of all kinds. It is big and roomy—equipped with four adjustable shelves—and is finished like the wardrobe. Both these cabinets lock at top, bottom and in the center with a single turn of the key.

There are several other sizes in the MEDART line—write for complete details and illustrated literature.

**Fred Medart Mfg. Co.**

Potomac and DeKalb Sts.,

St. Louis, Mo.

New York, 52 Vanderbilt Ave.

Chicago, 326 W. Madison St.

San Francisco, Rialto Building



**Stationery Cabinet**

72 in. high, 35 in. wide and 18 in. deep. Divided into five compartments by four adjustable shelves. Ample space for books, supplies, printed forms, etc.

**Also Manufacturers of Steel Lockers (Catalog A-7), Gymnasium Apparatus (Catalog "L"), and Playground Equipment (Catalog "M").**

—Lynn, Mass. The teachers have been given increases in salary which compare favorably with those asked for in a schedule submitted to the board some time ago. In the schedule a maximum of \$1,600 was asked for elementary teachers, \$1,800 for junior high school teachers, and \$2,000 for senior high school teachers. Teachers not receiving maximum salaries will be cared for later.

The schedule is as follows:

		1st	2nd	3rd	4th	5th	6th	7th	Prof. Imp. 8th
Senior H. S.	Prin.						3500	3760	3920
	Men	1900	1980	2060	2140	2220	2300	2380	2500
	Women	1400	1480	1560	1640	1720	1800	1880	2000
Continuation	Director						2600	2700	2800
	Hd. Girls'						2100	2200	2300
	Men	1800	1880	1960	2040	2100	2200	2280	2400
	Women	1300	1380	1460	1540	1620	1700	1780	1900
	Prin.						2700	2800	2900
Junior H. S.	Men	1400	1480	1560	1640	1720	1800	1880	2000
	Women	1200	1280	1360	1440	1520	1600	1680	1800
	Prin.								
	Class A						2600	2700	2800
Elementary	Class B						2100	2200	2300
	Class C						1800	1880	2000
	Class D						1700	1780	1900
Asst. Prin.,	Brickett, Shepard, Whiting,								
	Tracy						1700	1780	1900
Elem. Teachers		1000	1080	1160	1240	1320	1400	1480	1600
Music Supervisor							2250	2300	2400
Asst. Music Supervisor							1700	1780	1900
Drawing Supervisor							1900	1980	2100
Asst. Drawing Supervisor							1700	1780	1900
Americanization							2280	2360	2440

—Paducah, Ky. The county board of McCracken County has adopted a salary schedule for teachers which bases the salaries paid upon qualifications and not upon personalities. The minimum salary to be paid under the schedule is \$65 per month.

—The qualifications of teachers in the schools of Indiana will be raised beginning August 1, 1924. Under the rules the minimum of approved training for teachers entering the service will be 36 weeks, instead of twelve, as at present,

and the minimum of training for high school teachers will be 108 weeks, instead of 72. The changes were recommended by Mr. Oscar H. Williams, state supervisor of teacher training.

—Yakima, Wash. The school board has reduced the annual increases in teachers' salaries to \$7 per year. Formerly grade teachers were given increases of \$100 and high school teachers \$150. The maximum salary for grade teachers has been advanced by \$50.

year, \$134; fourth year, \$137; fifth year, \$140. Salaries of special teachers and supervisors are fixed by the board.

—Boise, Ida. New teachers in the grade school will enter at a salary of \$1,260, which is a reduction from \$1,300. After the first year, such teachers will be eligible to an advance of \$90 each year until the maximum of \$1,620 is reached. In the high school the teachers will begin at a maximum of \$1,500 and new departmental heads at \$1,800. Teachers at present receiving the old maximum of \$1,700 will remain at that rate.

—The board of education at Denver, Colo., has approved a recommendation of Supt. Jesse Newlon providing that the maximum entering age of future new teachers be fixed at 30 years. Teachers now on the staff are not affected by the rule. The change has been made in line with a policy to raise the standard for teachers.

—Bellingham, Wash. The annual bonus of \$180 which has formerly been paid teachers has been discontinued. A saving of \$35,000 has been effected through the change.

—Wapato, Wash. The board has fixed the minimum salary for grade teachers at \$1,080 and the maximum at \$1,380. For junior high school teachers, the minimum is \$1,200 and the maximum \$1,500, while the minimum for the senior high school teachers is \$1,200 and the maximum \$1,560.

—Moscow, Ida. The yearly bonus of \$100 has been discontinued. Grade teachers will receive \$120 a month and high school teachers from \$140 to \$150 a month.

—Joplin, Mo. A number of the teachers have taken steps toward bringing legal action against the board to enforce the payment of teachers' salaries for a full term of ten months. The action followed a decision of the board reducing the school term from ten to nine months. The teachers hold that the cutting of the salaries is a breach of contract since they are under contract to teach ten months at a specified salary.

—Chariton, Ia. The board has effected a saving of \$2,475 through reductions in salaries and the elimination of the positions of drawing supervisor and manual training instructor.

Under the new schedule the salary rate for grade teachers is as follows: First year, \$87.50; second year, \$90; third year, \$92.50; fourth year, \$95; fifth year, \$97.50.

For the high school, the salaries are as follows: First year, \$128; second year, \$131; third

(Concluded on Page 97)

# STROHBER DIMINUTIVE

THE PIANO FOR THE ADVANCEMENT OF MUSIC IN THE SCHOOL ROOM

ANY TEACHER WHO REALLY  
WANTS ONE OF THESE NEW  
LITTLE PIANOS FOR HER  
SCHOOL ROOM CAN HAVE IT

*WE HAVE A PLAN  
WRITE US*



WE WANT TO  
SEND YOU OUR  
DESCRIPTIVE BOOK

You can be supplied by  
your local music merchant  
—just send us his name,  
or write us for the name  
of our representative in  
your territory.



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City \_\_\_\_\_

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## FIRST AID TO SCHOOLS IN DOMESTIC SCIENCE EQUIPMENT

### Porce - Namel

Tables have these advantages:

All metal parts are rust proof.  
All woods are seasoned to prevent cracking, warping or swelling. They will not chip or discolor with age.

*Write for catalog and prices*

## MUTCHLER BROTHERS CO.

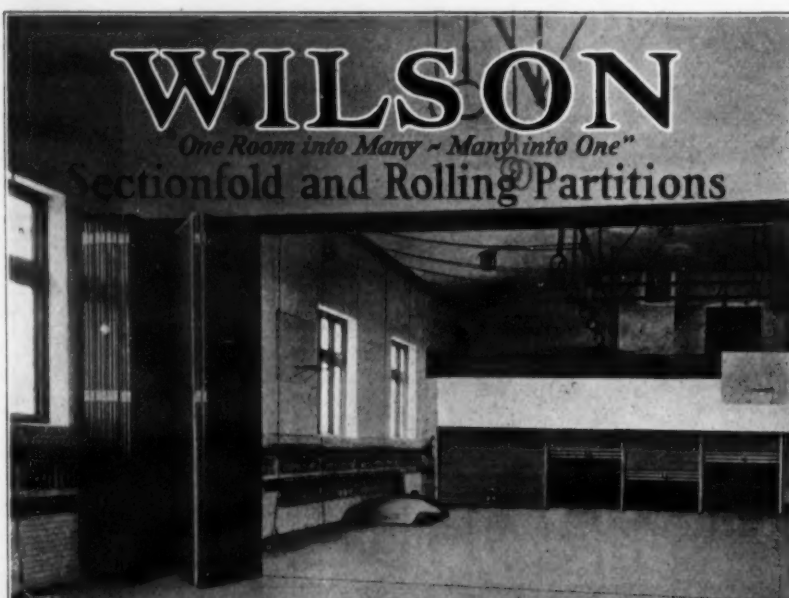
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INDIANA

*Makers of fine tables since 1896*

**PORCE-NAMEL**  
REG. U.S. PATENT OFFICE  
"The Better Kitchen Table"

Clean, convenient Domestic Science Department Surroundings and Equipment, keep both teacher and pupils enthusiastic. PORCE-NAMEL Tables are so easy to clean and keep clean, and so convenient that the pupil is greatly aided in learning. PORCE-NAMEL Tables retain their usefulness and cleanliness for a life time. All of the twelve models are finished in three coats of smooth, hard white enamel, inside and out, front, back and ends. Each table contains a number of features of conveniences combined to afford greater service.



## WILSON

*One Room into Many - Many into One*  
Sectionfold and Rolling Partitions

FOR the easy and instant subdivision of large school rooms Wilson Partitions are *Standard*. They harmonize perfectly with interior decorations. Ease of operation, simplicity and durability have made them an absolute necessity in the modern school. Used extensively in schools, gymnasiums and club rooms of Y. M. C. A. buildings.

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### THOMPSON "219-T" A Steger-made Instrument



THOMPSON "219-T"

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Write today for our confidential proposition to schools, institutions and instructors. A remarkable offer!

**STEGER & SONS**

Piano Manufacturing Company

ESTABLISHED BY JOHN V. STEGER, 1879

Steger Building—Chicago, Illinois

Factories at Steger, Illinois.

"Where the 'Lincoln' and 'Dixie' Highways meet."  
If it's a Steger—it's the most valuable piano in the world.

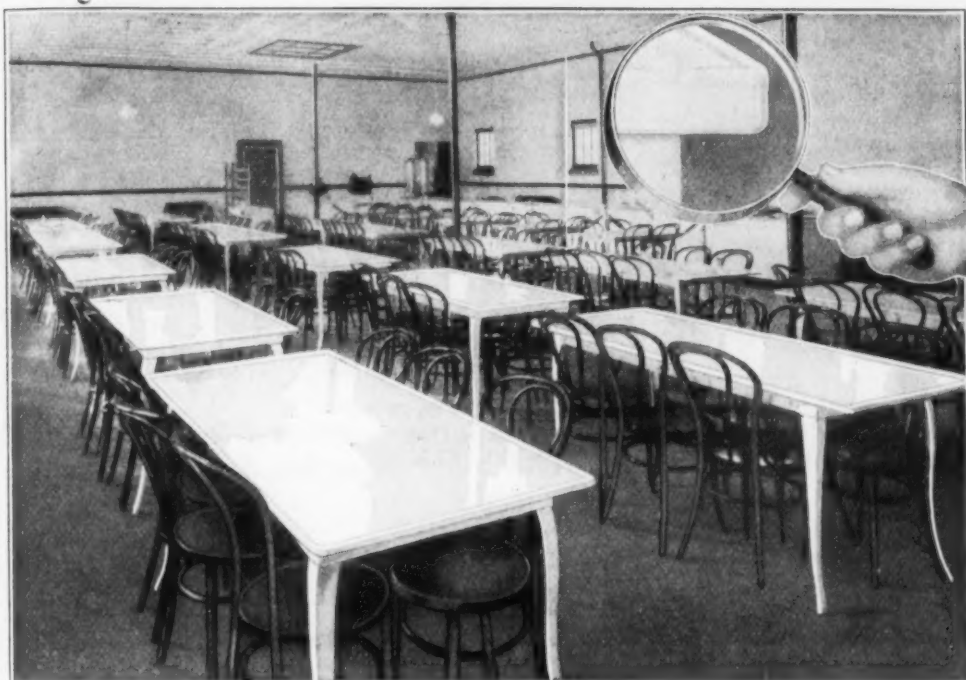
# Lunch Room Equipment That Is Durable

## What Mr. Keller Says About Sani Equipment -

"A short time ago we placed your cafeteria equipment in our new Junior Building, and I wish to state that we are very much pleased with it. It gives a fine impression, is durable and sanitary. Everyone who has seen the equipment speaks very highly of it and I am sure any school planning on a cafeteria equipment would do well to give your products careful consideration."

PAUL G. W. KELLER, Principal,  
Waukegan Township High School, Waukegan, Ill.

Installation in Waukegan Township High School Waukegan Ill.



Expressions like this are typical of the satisfaction received from *Sani-Onyx* Top, *Sani-Metal* Base Tables, and other cafeteria equipment. No other type is so widely used among discriminating schools who want the utmost in sanitation and durability.

**Sani**  
ONYX

*Sani-Onyx* Table Tops are radiantly white, durable, easy to clean and as hard and smooth as polished glass. The "Raised-Rim" (our exclusive patent) prevents chipping and dripping. *Sani-Metal* Table Bases are made of special metal, heavily coated with porcelain enamel. No projections or crevices for dirt and grease to collect.

*Sani-Onyx* is better than Marble or Tile for Wainscoting, Paneling, Baths, Toilets, Showers and Floors. Specifications requested for prices on complete installation.

## Write In Today

We will send you our latest catalogue showing all kinds of *Sani* food and drink equipment suitable for schools and colleges. This beautiful book contains valuable information and many illustrations. Send us your floor plan and our engineering department will lay out your space free of charge.

These materials may be purchased from local distributors. Our export department completely equipped to handle foreign business.

**Sani Products Co.**

Sani Building, North Chicago, Ill.  
Canadian Factory

SANI PRODUCTS CO., LTD.

284 St. Helens Avenue

TORONTO, CANADA

## TEACHERS' SALARIES.

(Concluded from Page 94)

—Saginaw, Mich. The board has set aside the schedule of progressive wage increases adopted three years ago. Teachers will enter upon the new year in September without salary increases.

—Boston, Mass. A petition containing more than 30,000 signatures has been presented to the board in support of the high school women teachers who are fighting for "equal pay for equal work."

—Burlington, Ia. At the annual meeting of the consolidated and rural schools of the First Iowa congressional district, held on April 4th, the members recommended a reduction of teachers' salaries and all school expenses.

—Atlantic City, N. J. Supt. C. B. Boyer has warned teachers that if they value their positions they had better not "bob" their hair. Mr. Boyer holds that "bobbed" hair makes the possessor undignified.

—Cle Elum, Wash. Mr. E. A. Simpson was recently elected a member of the board of education following the recall of his resignation submitted when the board voted against employing married women as teachers. The majority of the members have let it be known that they will elect only single women as teachers this year.

—South Bend, Ind. The board has made two important changes in the rules for teachers. The first provides that an absence of three days on salary shall be allowed teachers in case of death in the family.

—Beverly, Mass. New maximum salaries for women teachers have been adopted. Grade school salaries have been raised from \$1,450 to \$1,500, high school teachers from \$1,650 to \$1,700, and women heads of departments from \$1,850 to \$1,900.

—Harlowton, Mont. The board has adopted a new salary schedule, making a flat reduction of eight and two-thirds per cent throughout the schools. Under the schedule, high school teachers will begin at \$1,700, but those at present on the staff will receive \$1,800.

—A questionnaire sent out to one hundred superintendents of city and village schools in

Minnesota by the Minnesota Education Association shows that few school boards are reducing teachers' salaries and that a large number are maintaining present salaries.

Of eighty replies received, ten reported increases for reelected teachers varying from \$2.50 to \$10 a month; 26 reported maintenance of this year's salaries; seventeen made no changes in salaries of reelected teachers but reduced the pay of new appointees; fifteen have made reductions varying from five to ten per cent. Eleven boards had taken no action regarding salaries.

The attitude of teachers is described in most cases as opposed to any reductions feeling that the present wage is an approach toward a fairer standard.

—Hackensack, N. J. A special committee appointed on March 13th to consider the best method for determining teachers' salaries and increases has presented its report to the board in the following form:

1. It is recommended that increases be granted to 138 teachers for the year ending June 30, 1922, with an average increase of \$255 per teacher, principal and supervising principal.

2. It is recommended that a method of salary schedule be adopted with minimum and maximum salaries for teachers in a given grade, with the understanding that there be variations lower than the minimum and higher than the maximum for cases entitled to special consideration.

3. That the amount of increase in salary, from year to year, be not specified, but that such increase be based on the merit and efficiency of the teacher, together with the financial and economic conditions.

4. That the factors to be considered in the merit and efficiency of teachers shall be experience, success in teaching and discipline, participation in school interests and personal improvement.

5. That the merit and efficiency of teachers be determined upon careful investigation and supervision of the work of the teacher in the classroom on the part of the principal, super-

vising principal and one or more members of the board.

6. That the hearty cooperation and sympathetic administration of principals, supervisors and teachers be invited in bringing about the satisfactory operation of the schedule.

—The state of North Carolina has raised the average salaries of the rural teachers from \$48 to \$78, the larger salary being conditioned upon experience and demonstrated ability.

—Davenport, Wash. The board voted against a proposal to reduce salaries ten per cent.

—A questionnaire recently sent out by the Kansas Teachers' Association shows that three-fourths of the rural high schools either will maintain present salaries or will grant substantial increases. The compilation shows: Thirteen rural high schools plan to increase teachers' salaries next year, and fifteen rural high schools will increase salaries paid principals; seventy-five rural high schools will continue the present scale for teachers and eighty-two will make no change in the salaries of principals. Only 39 schools of the 128 reporting even contemplate a reduction in salaries for teachers, and only thirty-one are considering cuts in salaries paid principals.

—Teachers' Journals report that thus far the reelection of teachers in Wisconsin and Minnesota has met with no reduction in salaries.

—In several countries of Iowa taxpayers' meetings have passed resolutions asking for reductions in the cost of the school, including reduction in salaries.

—There are some taxpayers and a few organizations in Seattle, Wash., that urge a cut in teachers' salaries. The editor of the Star says: "Forget it. Do something useful."

—The salaries for the teachers in the District of Columbia are under congressional consideration. W. S. Deffenbaugh of the United States bureau of education testified recently that salaries of the Washington teachers, compared with those paid elsewhere, were low.

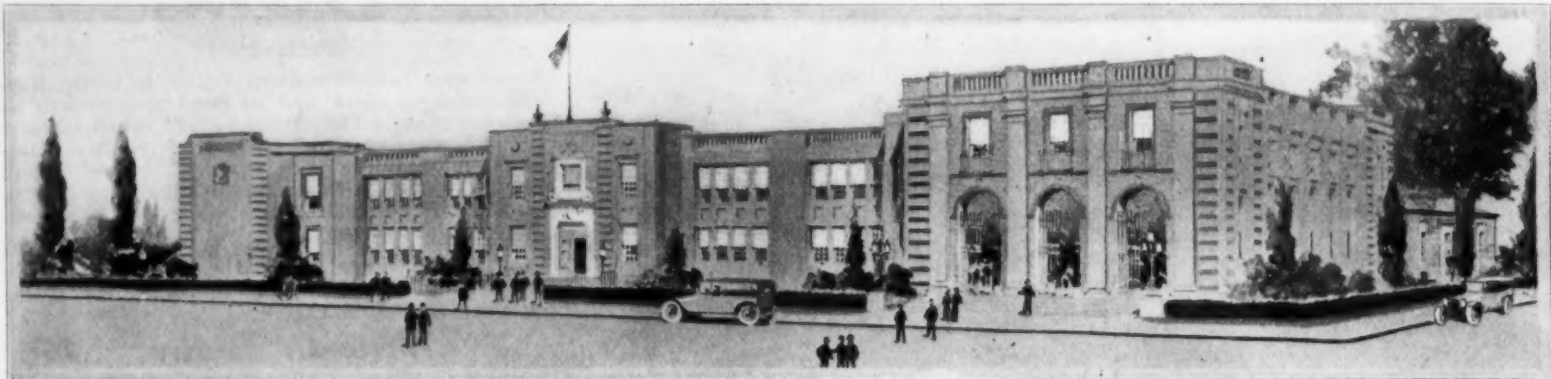
—Former state superintendent C. P. Cary of Wisconsin holds that teachers' salary cuts will mean a crisis in education.



## Safeguard Your School with Duriron Drain Lines

The equipment of a High School is not 100% perfect that does not include Duriron drain lines from the laboratory or science room.

The acids that must be carried in this pipe will eventually destroy other materials. Duriron, entirely unaffected by acids, will last as long as the structure, without leaks and consequent damage to walls and finish.



The Central High School, Charlotte, N. C.

Lockwood, Greene & Co., Engineers

This beautiful new school is equipped with Duriron drain lines from its laboratory, and therefore has paid-up insurance against repairs and replacement for all time. With other pipe this line would be a constant source of expense, interrupted work, and injury.

## The Duriron Company, Dayton Ohio

New York

Chicago

Cleveland

Atlanta

Denver

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Montreal

### School Finance Notes

#### School Taxes and Retrenchments.

In response to a questionnaire sent out recently by the editor of the School Board Journal there came in the form of answers some rather striking expressions on the subject of school taxes and the subject of retrenchments.

One of the best summaries of the situation was written by Superintendent Kader R. Curtis of Kingston, N. C., who did not, however, send it for publication, but merely as a matter of information on the views entertained by some schoolmen. Upon making a specific request that publication be permitted, and receiving the consent of Mr. Curtis, we present his summary:

1. The public looks to school officials to develop and protect the schools. Poor teachers and meager equipment call for criticism in spite of the low cost argument. Good teachers and ample equipment are what the people want. The officials should stand unflinchingly by the schools. No retrenchment should be made until the people understand just what this step would mean. When this is done the taxpayer will prefer increased efficiency to a few cents in the purse and decreased efficiency.

2. If retrenchment must come it should touch the classroom instructor last. To do this would be striking at the very heart of the schools first. In many state departments there are points for retrenchment that would not affect the room teacher to amount to very much. I will not enlarge on this except to say that more money should be spent nearer the children and less on the rapidly increasing state department members who know little more, and in many cases less, than those over whom they preside in their official capacity. The people do not think that an appointment begets academic virtue or professional genius. So far as I am

concerned I propose, with the chairman of my board, to fight retrenchment until retrenchment has taken place in quarters further removed from the classroom teacher. Retrenchment higher up might check development of the "system" but would not damage the schools to any appreciable extent.

3. The expenditures for items other than schools total much more than the expenditures for schools. A retrenchment where the largest expenditures are could be made and the general public would endorse it.

4. Taxes are not high when we consider what we get in return. The gospel of taxes for public good should be preached by every press. 'Tis only the demagog who preaches and promises less gross tax collections. This can't be done in healthy communities for such communities are always growing. In other words, the community out of debt is the community nearing death's door. The community in debt for public improvements is the live, throbbing community that is destined to grow bigger and better on account of the vision and progressiveness of its people in making the necessary improvements.

—Mayor Hylan of New York City has entered into an agreement with the school officials in which an appropriation of \$50,000,000 for school improvements has been ordered. Of the total amount, \$15,000,000 will be appropriated immediately by the board of estimate as soon as the plans for new schools can be completed. The remainder of the money will be appropriated if the board finds that it can use the same this year.

The school board of Houston, Tex., recommends a tax rate increase from 50 to 75 cents for the support of the schools. Failure to vote the increase in the school tax will make it necessary to lower salaries in the school system to the extent of \$500,000 or cut the next school session from nine to seven months, thereby losing all affiliation and standing with higher institutions of learning. The school trustee's statement shows a deficit of \$830,843.11 in the public school funds. The total anticipated revenue for the year is \$1,448,725. The total budget requirement for the year is \$1,879,568.11.

Superintendent Mortenson of the Chicago schools has ordered a uniform humidity of 40 per cent and temperature of between 67 and 70 degrees.

\* The citizens of Winnetka, Ill., raised \$200,000 by private subscription to enable the construction of a new \$300,000 schoolhouse. The subscriptions came from 700 persons in sums ranging from \$1 to \$60,000. The cost of the assembly hall, \$60,000, was donated by the Kuppenheimer family as a memorial to a deceased daughter and the cost of the gymnasium, \$40,000, came from a Mrs. Hibbard as a memorial to her late husband.

A school bond issue for \$1,900,000 was carried at Oklahoma City by a vote of 5 to 3.

State Superintendent C. N. Jensen of Utah reports that as a result of the policy of retrenchment throughout the state the school budgets show a reduction of over \$1,000,000, and many school boards still to hear from. The economies are effected in the main by dropping weak teachers and enlarging classes.

—Cleveland, O. Through an investigation inaugurated by the local Chamber of Commerce it was discovered that the former school had expended something like \$200,000 illegally. The law requires that all items of supplies exceeding the sum of \$225 in cost and all repairs amounting to \$500 and over are subject to bids secured by advertising. The present board is to be exonerated from all blame, also the minority of the former board.

#### Four Western City School Costs.

A comparative statement showing the per capita cost of school maintenance in Tacoma, Portland, Spokane and Seattle, has been worked out by Alfred Lister, secretary and business manager of the Tacoma board of education, as follows:

	Tacoma	Portland	Spokane	Seattle	Average
Administration ..	\$ 3.17	\$ 3.88	\$ 2.32	\$ 4.86	\$ 3.56
Instruction .....	66.09	68.09	74.79	83.40	73.27
Operation .....	8.27	9.53	12.03	12.60	10.63
Maintenance .....	6.45	7.07	4.26	6.91	6.17
Auxiliary & Misc. ..	2.36	1.38	2.33	3.50	2.39
Interest .....	2.97	1.14	6.66	9.07	4.96
	\$80.31	\$91.69	\$102.39	\$120.52	\$100.98

# Long Life for School Pipeline Installations



LINDBLOM HIGH SCHOOL, CHICAGO

A. F. Hussander, Architect

John Howat, Chief Engineer

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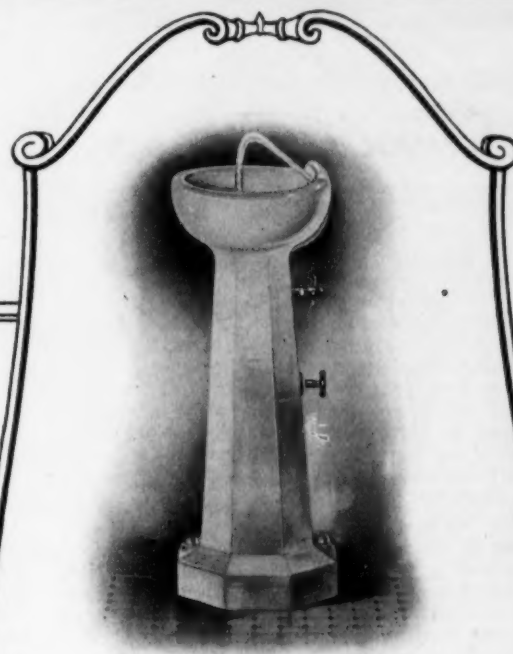
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## School Law Notes

### Schools and School Districts.

The Illinois laws of 1921, p. 797, providing that where a majority of the inhabitants have voted for the organization of a territory into a community high school district, and a board of education has been chosen for such district, the territory is thereby declared legally and validly organized as a district, validates the organization of a district, though the petition for the election was not signed by fifty qualified voters as required by the Illinois school laws, 89a.—*People v. Opie*, 133 N. E. 689, Ill.

Where a school district has previously been made a part of a consolidated district, it cannot be included as part of a new community consolidated district, since the territory embraced within the limits of the new consolidated district would not then be bounded by school district lines.—*People v. Benton*, 133 N. E. 700, Ill.

### School District Property.

Where donated land is conveyed to trustees for county high school purposes, it is a conveyance to the county and is public property, and a dormitory thereon is school property.—*McKinnon v. Gowan Bros.*, 90 So. 243, Miss.

Where a district proposing to purchase a designated site included within its boundaries a third-class city and already had two school buildings, one used in part for high school purposes, and the people of the district voted to purchase a designated site for the erection of a building to be used mainly as a high school, no action being taken as to the disposition of the old school building, it is held that the proposed action was to be regarded as the purchase of an additional site rather than a change of site, within the Kansas general statutes of 1915, §8915, as to the vote required.—*Gribel v. School Dist. No. 6 of Rooks County*, 203, P. 718, Kans.

Where a contractor refused to proceed with a contract for the installation of a heating and ventilating apparatus in a school building because of delays caused by defaults of construction contractors, an arrangement between it and the board of education to complete the contract, in consideration of the board's agreement to settle the amount of extra expense arising from such delays by agreement, arbitration, or judicial decisions on an agreed statement of facts, did not operate as a new contract, which could not be entered into without bids; it being the duty, as well as within the power, of the

board to secure a modification of the contract to advance the cause of education.—*People ex rel. Wells & Newton Co. of New York v. Craig*, 232 N. Y. 125, 133 N. E. 419, N. Y.

### School District Taxation.

There is a presumption against an interpretation that will render a statute invalid, and the North Carolina private laws of 1920, c. 79, authorizing by a "majority of the qualified voters in said election" an issue of bonds by the Laurinburg graded school district, clearly permits, if it does not require, the construction that a majority of the qualified voters of the district is intended as provided by the North Carolina constitution, art. 7, §7.—*Hammond v. McRae*, 110 S. E. 102, N. C.

Assuming that the North Carolina private laws of 1920, c. 79, improperly required only a majority of those voting to create a bonded indebtedness in Laurinburg graded school district, instead of requiring a vote of a majority of all of the qualified voters in the district as required by the North Carolina constitution, art. 7, §7, the defect was cured where a majority of all of the qualified voters actually approved the indebtedness.—*Hammond v. McRae*, 110 S. E. 102, N. C.

An election by the voters of a district authorizing the issuance of bonds will not be declared invalid for the reason that registration books were only kept for nineteen days instead of twenty days as required by C. S. §5947, where the matter was fully known and discussed and opportunity was afforded to every voter to register, and there is no evidence of failure of any voters to register, or that any application was made to register after the books were closed, and the measure was generally acquiesced in.—*Hammond v. McRae*, 110 S. E. 102, N. C.

Though floating indebtedness of a school district for repairs, improvements, desks, etc., contracted without a vote, may not be regarded as a necessary expense within the meaning of the North Carolina constitution, art. 7, §7, the voters of the district could authorize it under a proper statute, and hence they could ratify the same and make it valid by voting for an issuance of bonds to float the same.—*Hammond v. McRae*, 110 S. E. 102, N. C.

The Illinois laws of 1921, p. 831, providing that, when a board of directors or board of education returns a certificate of tax levy after the second Tuesday in August, it shall be considered as valid as of the same effect as if returned on or before the first Tuesday in August, does not apply where the district levying the tax was not in existence at the time prescribed by the statute for the making of the levy.—*People v. New York Cent. R. Co.*, 133 N. E. 673, Ill.

Where a tax levy was made by the officers of a school district and a certificate thereof returned in regular form and filed within the time required by law, and thereafter, on October 22nd, the officers of the district issued another certificate stating other amounts as the amounts

required to be raised, and it did not appear that this certificate was an amendment to the original certificate to make it comply with the record of the board as it existed on August 10th, or as subsequently amended, the second certificate was invalid, and the tax should have been extended for the sum stated in the original certificate.—*People v. New York Cent. R. Co.*, 133 N. E. 673, Ill.

Under the Illinois school law, 190, as amended in 1909, requiring the board of directors or the board of education of each district to ascertain how much money must be raised by special tax, and providing that such amounts shall be certified and returned to the township treasurer, the certificate to be signed by the president and clerk or secretary, it is the action of the board in ascertaining how much money must be raised which levies the tax, and the certificate is merely evidence of such action upon which the county clerk is authorized to extend the tax.—*People v. Cox*, 133 N. E. 705, Ill.

Under the Illinois school law, 190, as amended in 1909, it was not necessary that the certificate of the president and secretary of a board of education as to the amounts the board had determined should be raised by special tax should be made in the presence of the board.—*People v. Cox*, 133 N. E. 705, Ill.

Under the express provisions of the Illinois school law, 190, as amended in 1909, where a school tax was levied by the board of education, within the time prescribed by law, the failure of the board to file the certificate thereof with the township treasurer, or of the treasurer to return it to the county clerk, within the time prescribed, did not vitiate the assessment.—*People v. Cox*, 133 N. E. 705, Ill.

—Upholding the constitutionality of the anti-fraternity act the circuit court at Springfield, Ill., decided that high school pupils must obey the edict of the school board. Seventy Springfield high school boys and girls are affected by the decision.

The new anti-frat law of New Jersey provides that:

"It shall be the duty of the board in any district in which such organizations exist, within sixty days after the passage of the act, to notify the parents and pupils in said district of the terms of the act and, further, to adopt rules and regulations providing for the necessary disciplinary measures to enforce this act."

A number of the school authorities are proceeding to enforce the provisions of the law.

### FINANCING A TEACHERS' HOME.

H. C. Givens, Little Rock, Ark.

For some years teachers in many cities have had difficulty in obtaining suitable boarding and rooming accommodations at any price within their reach. To remedy this situation the School Board of Helena, a city of 10,000 population, in the spring of 1920 purchased outright an apartment-house to be used as a teachers' home.

This house is located in one of the best residence sections of the city, within easy walking distance of one of the schools and just off the carline. Four apartments are furnished complete for housekeeping, except for linen and bedding. The apartments are rented at a reasonable figure either to members of the faculty, who have families; to groups of teachers who desire to do housekeeping cooperatively; or to groups of teachers who use them as a home securing their meals outside.

The house was bought through the local building and loan association in such a way that the initial expense to the school board was negligible. The loan is distributed over a long payment period and the house is paying for itself from the rental fees charged during the school year. During the summer months when the apartments would ordinarily be vacant no difficulty was found in renting them. The income from this period is used to repair the apartments, out-houses, grounds, painting, etc.

The upkeep of the yard, janitor service, etc., is a part of the duties of the janitor of the nearest school building.



TEACHERS' HOME, HELENA, ARKANSAS.



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In school-houses all over America, in which Kewanee *All-Steel* Boilers are installed, incidents like this are out of the question, and if you Trustees and Boards of Education want to build a record for efficiency in office, *the Kewanee will be your biggest booster.*

Not only that, but Kewanee All-Steel Firebox boilers are built to burn any kind of coal—even the cheapest—grades—and burn them economically. Kewanee Boilers will not yield to changing weather conditions and you will never have to close your schools or send the kids home to get warm.

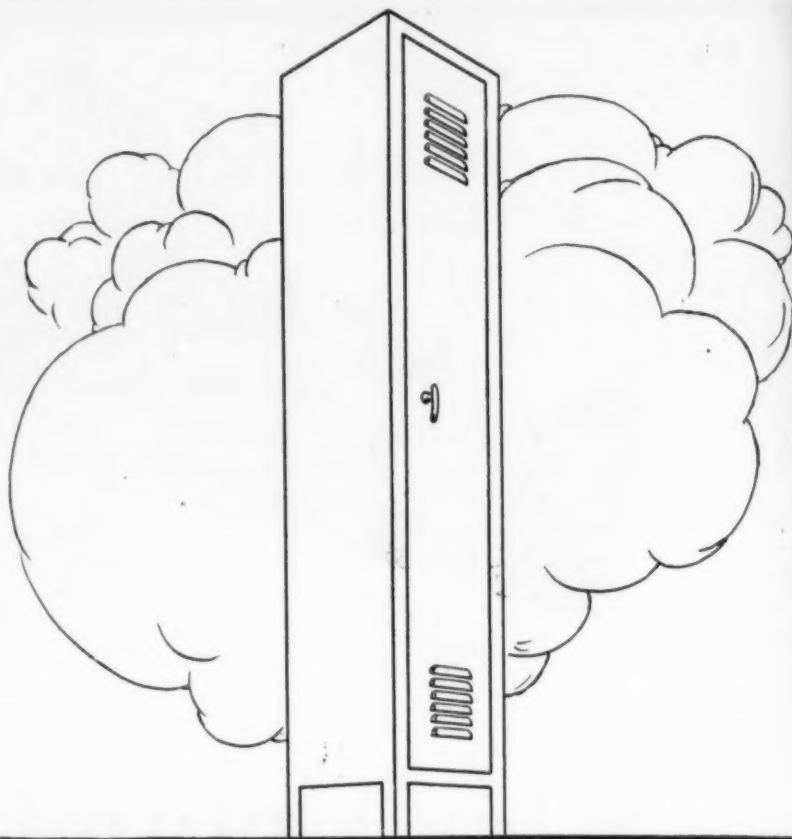
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SALT LAKE CITY	Scott Bldg.	Toronto, Ont., Montreal, Que.,	
MILWAUKEE	Mer. & Mfrs. Bank Bldg.	Winnipeg, Man., Hamilton, Ont.,	
PITTSBURGH	945 Oliver Bldg.	St. John, N. B., Calgary, Alta.	
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Eleven years ago, when the Mechanic Arts High School was built at St. Paul, Minnesota, a complete installation of **Lyon Steel Lockers** was purchased.

During those eleven years of severe and constant service, a record of complete satisfaction has been maintained.

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Today three new schools in the same city will likewise be equipped with **Lyon Steel Lockers**. These lockers of the new type with their improvements in strength and operation will surpass yesterday with their records of tomorrow.

Before specifying, let our representative show you how and why **Lyon Steel Lockers** give most service per dollar invested.

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**Diamond Metal Weather Strip and Calking Compound**

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85 TONS OF COAL SAVED IN ONE YEAR

## SAVES FUEL

Dear Sir:

Ames, Iowa, April 4th, 1918.

In regard to the weather stripping and calking that you did on our high school building last year, can say that they have proven very satisfactory. They not only enable me to heat the rooms more evenly, but have enabled me to save fuel, as we have burned 85 tons less up to April 1st than we burned to the same date last year.

This saving is largely due to the weather stripping and calking, though other factors entered into the saving. I hope the school board will have more of the same work done this year.

Respectfully,

J. H. ZENTMIRE, Engineer,

Ames, Iowa.

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### THE RETIREMENT OF C. B. J. SNYDER.

The man who has been superintendent of school buildings of New York City for over thirty years has filed his resignation to take effect July 1st next.

The retirement of Mr. Snyder calls attention to a most remarkable career. No man has planned and constructed more school buildings for any one city than he. These have involved hundreds of millions of dollars.

The school building department of the great American metropolis is a huge affair. It employs hundreds of draughtsmen, architects and engineers and encounters most complicated problems providing a crowded center of population with adequate school housing.

While the direction of this gigantic task requires an executive of exceptional ability, Mr. Snyder has rounded out a career which has been remarkable in tenure of service and the results obtained. The strife and contention which attends all building construction activities, the exactions that must be held to in protecting the public interest, and the interminable detail which attach to the erection of new school buildings and the repair of old ones involving millions of dollars each year, is not easily recorded.

The problem of school architecture becomes a difficult one in centers where the ground area is exceedingly costly and where schoolhouses must contend against crowded surroundings. He devised the H type of school construction providing a maximum of light and air.

T. W. Metcalfe in discussing Mr. Snyder's achievements says: "The domestic science unit, with model flat; the medical clinics within the space of a single classroom; the combination library and classroom and kindergarten and first year rooms are some of the features of school construction in the standard type



MR. C. B. J. SNYDER,  
Architect and Superintendent of School Buildings,  
New York, N. Y.

school buildings that he has planned. Other details, too numerous to record here, featured the complete standard schools that have been developed by Superintendent Snyder as he has carried through a building program over a period of 31 years totaling more than \$300,000,000."

Efforts have been made on the part of the school authorities and on the part of Mayor Hylan to induce Mr. Snyder to remain, but he has concluded that he has served for many years and does not desire to invite a breaking down under the present burden.

Mr. Snyder enjoyed the confidence of the board of education absolutely. Every six years came his reelection and it came unanimously. No one ever doubted his integrity, his ability, his sincerity.

He now retires of his own volition and will receive a pension of \$5,500, which is one-half of the regular salary he has received for years. After an extended rest he will, it is believed, serve in an advisory capacity on larger school-house projects.

—Supt. C. G. Persons of Taunton, Mass., has announced his resignation, effective August 31st.

—At the annual Conference of the Massachusetts Superintendents' Association, held May 3rd, at Framingham, the following officers were elected: President, Supt. E. L. Haynes, Methuen; Vice-President, Supt. A. R. Paul, Winchendon; and Supt. Scott Ward, Athol; Auditor, Supt. J. J. Desmond, Chicopee; Secretary-Treasurer, Supt. S. H. Chase, Beverly.

—Rowland Haynes, who has retired from the directorship of the Cleveland Recreation Council, has been succeeded by Harold O. Berg of Milwaukee. Mr. Berg was for some years active in social center work in Milwaukee, and then became active in a national way. The Cleveland Recreation Council has the distinction of leading in this field of service.

—Bertha W. Averill and Raymond S. Jewett were chosen by a large vote by the Mount Vernon, N. Y., school board for terms of five years.

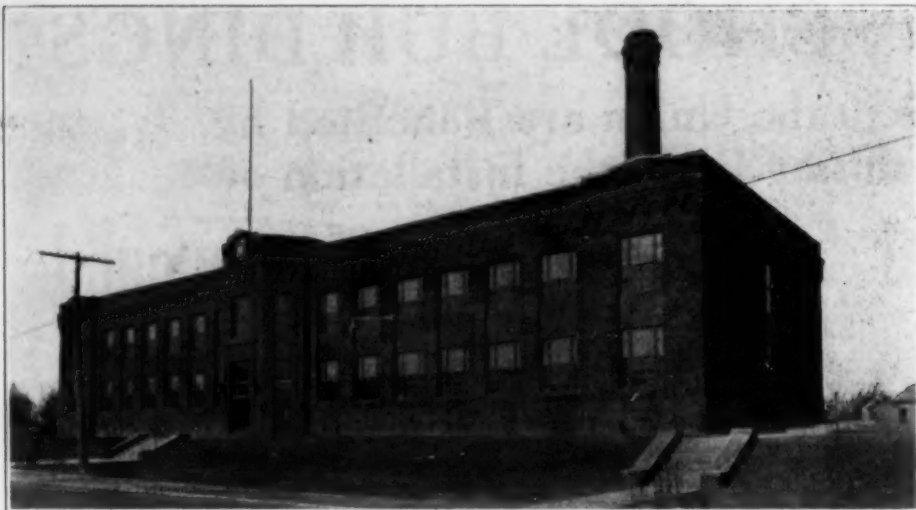
—George W. Hug has been reelected superintendent of the Salem, Oregon, schools.

—Mr. James A. Koontz for the second time has been elected superintendent of schools at Joplin, Mo. Mr. Koontz, who succeeds Wm. T. Harris, was superintendent during the period from 1913 to 1916.

—The salary of Superintendent W. H. Holmes of Mount Vernon, N. Y., was unanimously raised by the school board to \$6,500.

—The school board of Worcester, Mass., has appointed a teacher to look after the educational welfare of the children of the city hospital.





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Warm Air Heaters.

Supt. H. H. Miller of Tiro, O., has been re-elected for a three-year term, at a salary of \$2,400 a year.

Supt. W. E. Miller of Knoxville, Tenn., has been re-elected for a three-year term.

Mr. Leon O. Smith, assistant superintendent of schools at Omaha, Neb., has been made a member of the summer session faculty of the University of Montana. Mr. Smith will conduct a course in elementary school curriculum and one in public school publicity.

—Supt. A. D. Catlin of Wellington, Kans., has been re-elected for a fourth year.

—Mr. Geoffrey F. Morgan, who resigns in June from the educational work of the New York City Y. M. C. A., will devote his entire time to lecture platform work under the auspices of the Redpath Lyceum Bureau. Mr. Morgan will shortly open a three-months' Chauquaqua tour in the Middle West.

#### BUILDING AND FINANCE.

—New Haven, Conn. For the first time since the consolidation of the New Haven school district with the city, a balance of unexpended appropriations has been returned to the city. A surplus of \$11,479 has been reported in the current expense account of 1921 and turned into the city treasury.

Gooding, Ida. As a measure of economy, the offices of superintendent and principal have been combined. Mr. V. O. Humphrey has been elected to fill the office.

—Supt. A. L. Barbour of Haverhill, Mass., estimates that the average cost per pupil in Haverhill is \$53.27, as compared with \$58.07 in other cities of the state. While school costs have increased, expenses in Haverhill have not risen in the same ratio as in other cities.

—Atlanta, Ga. The adoption of a constructive program calling for thirty new schools, and a request for new playgrounds, are striking recommendations embodied in the report of the survey commission, headed by Dr. George D. Strayer and Dr. N. L. Englehardt. The report also covers the present sanitary conditions, heating, lighting and ventilation. The survey body graded the schools of the city, taking as its basis a score of one thousand. No school

scored higher than 700 points and only one was reported as having reached the highest score. The board plans to proceed with the rehabilitation of the school plant and the scrapping of property recommended for abandonment.

—Atchinson, Kans. The Supreme court has refused an injunction restraining the Denton high school board from proceeding with the erection of a new school authorized by voters last fall. Plans for the building call for a modern school building and construction work will be resumed at once.

—Wellington, Kans. The enrollment in the high school has increased from 367 to 520 over last year. An anticipated increase of 75 students next year will make it necessary to build five or six one-room frame units in connection with the two buildings to accommodate the students of the two schools.



ARTHUR KINKADE.  
Decatur, Ill.

Thomas R. Cole, assistant superintendent of schools, was elected on March 30 superintendent for the city of Seattle to succeed Frank B. Cooper. He will take charge of the school system August 1 when Cooper's resignation becomes effective.

#### DEPARTURE OF SCHOOL BOARD MANAGER.

Arthur Kinkade has resigned his position as business manager of the Decatur, Ill., school board to go into life insurance work. His resignation was accepted with considerable reluctance and regret by the board. "I have never been associated with a man," said a member, "who had his business so completely at his fingers' ends as had Mr. Kinkade." After a school board service covering twelve years, Mr. Kinkade is convinced that the public does not appreciate the enormous amount of good work performed in the average school system.

The retirement of Mr. Kinkade is deeply regretted by school secretaries and managers who have come into personal touch with him in national movements to bring about greater efficiency in school administrative labors. They have appreciated his splendid qualities as a man and as a public official, and regard his retirement as a distinctive loss to the calling with which he was so prominently identified.

Mr. Kinkade is a native of Illinois and received his education in the schools of that state, having graduated from James Millikin University. He also completed courses at the LaSalle Extension University and Stout Institute Summer School. After graduation, Mr. Kinkade taught at the Decatur High School for three years. He resigned later to become secretary and business manager of the board, a position which he has held continuously with the exception of a short time spent with the Army in France.

Mr. Kinkade has been a member of the National Association of School Business Officials for a number of years and has acted as president of that organization since May, 1921. He has made a number of contributions to educational publications both in the capacity of a teacher of manual training and as a school business official.

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the sanitary, light-reflecting wall coating for halls, toilets and recreation rooms. Gloss finish. Easily kept clean of dirt and ink spots, washing with soap and water does not affect Cemcoat. White or colors.

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especially adapted for classrooms because its velvety finish reflects light without glare. Washable — easy to keep clean from dirt and hand spots.



the modern hardener gives new life to old or new wooden floors. It prevents splintering, wear and dusting and gives a smooth, sanitary and decorative surface.

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### Dustless Concrete Floors!

Every concrete floor in your school building is a probable source of concrete dust.

This sharp, hard silicate harms clothing, desks and even the lungs of the pupils.

Lapidolith will make old or new concrete floors granite hard and therefore, dustless.

*Just flush it on!*

Lapidolith is a liquid chemical and it acts at once, completing the hydration of the cement and filling the pores with a crystalline material.

This treatment makes floors in the toilet rooms non-absorbent, and so easily washed and odorless.

Leading colleges and schools use Lapidolith.

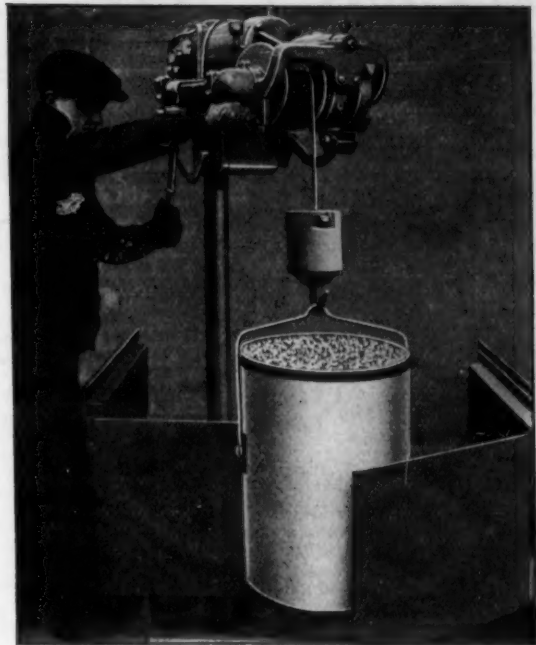
200,000,000 square feet of Lapidolized floors in use.

Write for their testimonials, also free sample and literature. Dept. 22.

**L. SONNEBORN SONS, INC.**

116 Fifth Avenue, New York

Also manufacturers of Cemcoat, the washable wall coating for schools



Model E Electric Hoist in use at P. S. No. 73.  
C. B. J. Snyder, Archt.

## IN NEW YORK PUBLIC SCHOOLS

**P**ROOF of economical operation of G&G electric ash removal equipment, is clearly demonstrated by results of test (one of a series) made for us at P. S. No. 73 by engineers of the Sprague Electric Works. Raising filled cans and lowering empty cans under actual working conditions, distance of lift being 14 ft., 0 in., current consumption was at the rate of 231 CANS IN ONE 7 CENT KILOWATT HOUR. Full details upon request. G&G Hoists are rendering satisfactory service in 43 of the modern schools in New York.

**I**NVESTIGATE this modern method of ash removal. When writing please tell us height of lift, quantity of ashes to be removed and how often, and location of driveway. A rough sketch will help or if you prefer, talk it over with your architect. He is familiar with this Hoist and has our catalog in his file.

**GILLIS & GEOGHEGAN**

551 West Broadway, NEW YORK



**Telescopic Hoist**  
With Automatic Stop and Gravity Lowering Device



# EVERY DETAIL IS A FEATURE

WEISTEEL Compartments can be installed in either new or old buildings with equal facility. Only three bolts are required to erect—no drilling or fitting of any kind. A feature of special merit is the wall connection, which allows for variation in walls and permits setting partitions out a distance of one inch from wall.

WEISTEEL Compartments have no unnecessary joints, no projecting screw or bolt heads or other dust and dirt "catchers." Every sanitary requirement has been fully taken care of in their simple design and construction. They are furnished in either olive green or light gray, as desired.

## IN WEISTEEL

### Compartments

Let us furnish specifications and prices on equipping your building. This service places you under no obligation. Booklet of full information sent on request.

## HENRY WEIS MANUFACTURING COMPANY

Factory and General Sales Office,

New York, N. Y., 110 W. 34th St.  
Chicago, Ill., 455 Peoples Gas Bldg.  
Boston, Mass., 24 Milk St.  
Cleveland, O., Union Bldg.  
Los Angeles, Calif., Mr. J. E. Dwan, Citizen's Natl. Bank.  
Phoenix, Ariz., Mr. Walter Dubree, P. O. Box No. 145.  
Denver, Colo., Geo. W. Summers & Co., 401 Jacobsen Bldg.  
Helena, Mont., Mr. Raymond C. Grant.

Omaha, Nebr., Mr. J. T. Kelley, Farnam Bldg.  
Dallas, Tex., Gilbert Mfg. Co., 1209½ Main St.  
Wichita, Kans., Concrete Products Co., Caldwell Murdock Bldg.  
Jackson, Miss., General Builders Supply Co., Daniels Bldg.  
Atlanta, Ga., Beaulieu & Applewhite Co., 3rd Natl. Bank.  
Greenville, S. C., Mr. J. Mac. Rabb, News Bldg.  
Baltimore, Md., Jas. Robertson Mfg. Co., 106 Hopkins Pl.

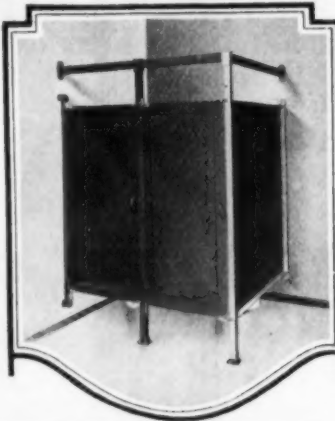
WEISTEEL Compartments (of rigid steel construction), for Toilet, Shower and Dressing Rooms have many exclusive construction features, which combined with their unquestioned utility and low cost make them the most popular, efficient and economical for school use. Many of the largest institutions throughout the country have been equipped exclusively with Weisteel Compartments because of their permanence—economy—satisfaction—sanitation and pleasing appearance. The cost of WEISTEEL Compartments is exceptionally low—and the first cost is the only cost.

Atchison, Kansas

Toronto, Can., Porcelain Products, Ltd., 34 Adelaide St. W.  
Toledo, O., Building Products Co., Summit and Sandusky Sts.  
Detroit, Mich., Detroit Fire Door Co., Dime Bank Bldg.  
Rochester, N. Y., American Clay & Cement Co., Insurance Bldg.  
Jacksonville, Fla., Hull & Cowan, Atlantic Natl. Bk.  
Minneapolis, Minn., Houston Co., 609 5th Ave.



Upper Darby High School, Lansdowne, Pa.



Liberal Arts School, Phoenix, Ariz.  
Lescher, Libbey & Mahoney, Architects.



## A Breath of Rain-Washed Air

### Did You EVER

Open the window after a summer shower and fill your lungs with deep inhalations of pure, invigorating, rain-washed air?

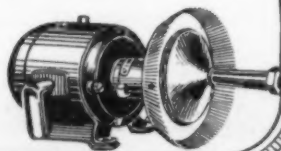


## This FREE BOOK

contains information on how to equip school buildings so that teachers and the little tots will have the benefit of the equivalent of after-shower breezes at practically uniform temperature the year 'round.

SEND FOR YOUR  
COPY TODAY

Bayley Mfg. Co., Dept. H  
Milwaukee, Wis.



Public School, Mountain Lakes, N. J. Rasmussen & Wayland, Archts.

A sturdy Peerless Unit in each room supplying pure fresh air to the required amount, with perfect distribution and at the right temperature. The simplicity of the Peerless Unit System means savings in first cost of the building. Having the Unit directly in the room where heat is required means savings in fuel and power bills.

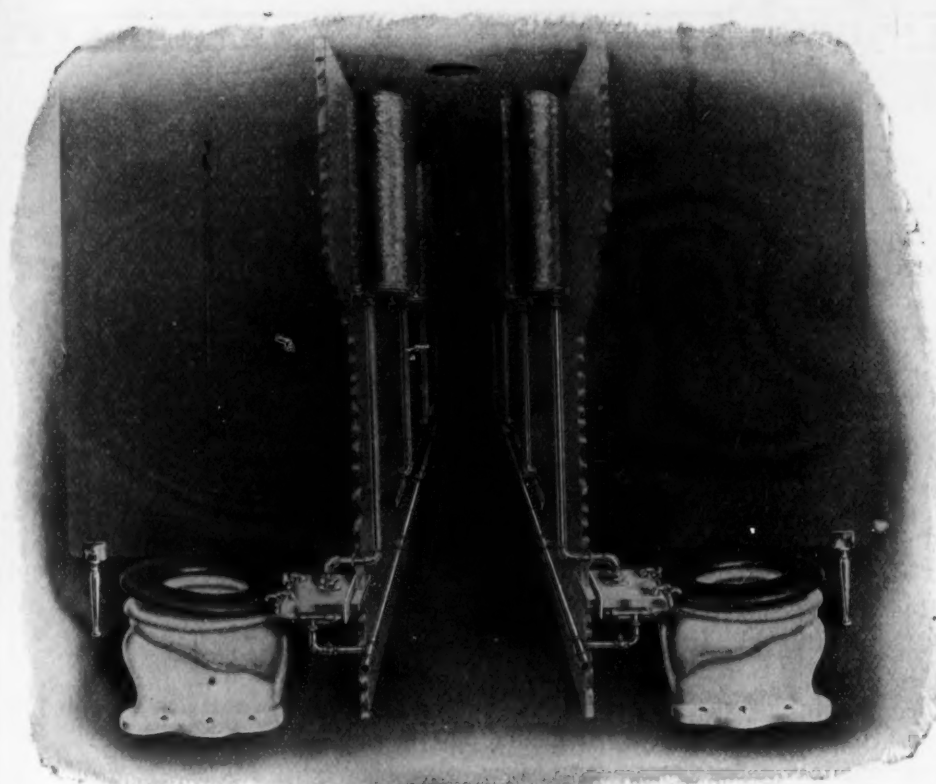
The Peerless Unit is a mechanical gem. The casing is built of heavy steel plate, metal furniture stock and finished in handsome olive green enamel, baked on and rubbed down to a smooth finish. The radiator is of the vento type, noted for its efficiency. The motor is ball bearing and requires practically no attention. The fan wheels are of aluminum, perfect in design and balance. The mixing damper gives positive control of room temperature. Our mixing damper is the best designed for Units.

Peerless Units are the ideal solution of your Ventilating problems.

## PEERLESS UNIT VENTILATION CO., Inc.

437-9 West 16th Street,

New York City.



Ventilated Closet Stalls With Utility Chamber



Look for the **NONGCO** Trade Mark. It is a symbol of quality, durability, and satisfaction.

## PREVENT SICKNESS and DISEASE

BY INSTALLING

# **"NONGCO"**

PLUMBING FIXTURES

## IN YOUR SCHOOL

The positive flushing and ventilating of **NONGCO** Plumbing Fixtures are assurance of satisfaction and service under the most unusual and trying condition.

**NONGCO** Plumbing Fixtures combine mechanical perfection with beauty of appearance and are absolutely sanitary in every respect.

Over forty years of experience in the manufacture of plumbing fixtures for schools means fixtures that will give you years of efficient and uninterrupted service.

Service by experts furnished gratis and entails no obligation. Avail yourself of it. Write us today.

**N. O. Nelson Mfg. Co.**

Edwardsville, Illinois  
St. Louis, Missouri

### BRANCHES

SALT LAKE CITY, UTAH	DAVENPORT, IOWA
BIRMINGHAM, ALABAMA	PUEBLO, COLO.
LOS ANGELES, CALIF.	HOUSTON, TEXAS
MEMPHIS, TENN.	LITTLE ROCK, ARK.
	DALLAS, TEXAS

### NATIONAL EDUCATION ASSOCIATION MEETING.

President Charl O. Williams of the National Education Association has announced the tentative program for the sixtieth annual meeting of the association to be held July 2-8, at Boston. The program has been built around the conception that there is a definite connection between the great democratic impulse which followed the war and the intensified interest in every phase of educational endeavor which is evident not only in America but throughout the world.

#### AMONG SUPERINTENDENTS.

—Mr. B. E. Packard has been appointed Deputy Superintendent of Schools for the state of Maine. Mr. Packard is a graduate of Bates College and of the University of Maine College of Law. Previous to accepting his new office, Mr. Packard was superintendent of schools at Sanford.

—Mr. A. L. Morgan, superintendent of schools at Sturgis, Ky., has announced his resignation. Mr. Morgan has accepted the superintendency at Jennings, La.

—Mr. Robert P. Green, State Supervisor of High Schools for Kentucky, has resigned to accept a position with a schoolbook publishing company in Chicago.

—Commissioner of Education John F. Enright of New Jersey has been reappointed by the legislature for a term of five years. The position carries a salary of \$10,000.

—Mr. John C. Diehl has been elected superintendent of schools at Erie, Pa., succeeding I. B. Bush, resigned.

—Otto W. Haisley was elected president of the Association of Michigan School Superintendents and School Board Members at their annual meeting held recently at Ann Arbor. Mr. Haisley is superintendent of schools at Niles, Mich.

—Mr. J. S. Williams, an instructor in the Arsenal Technical School, at Indianapolis, Ind., has been elected superintendent of schools at

Franklin. Mr. Williams succeeds J. C. Webb resigned.

—Miss Margaret F. O'Connell, principal of Public School 170 girls, Manhattan Borough, New York City, has been elected district superintendent to succeed Mrs. Grace Strachan Forsythe. Miss O'Connell is a graduate of Hunter College and has taken postgraduate work at Columbia University, Hunter College, Cathedral College and the Champlain Summer School. She entered the school system as a teacher in 1885 and became a principal in 1901. She has held the principalship at the Manhattan school since October, 1915.

Mr. Cole was appointed on the motion of Director E. Shorrock, seconded by Director Claude Eckhart.

He is a graduate of the Upper Iowa university. He has been principal of schools in Ridgeway, Ia., and was head of the history department of Winona, Minn., high school. He was superintendent of schools at Winona and Wabasha, Minn., and principal of elementary schools at St. Paul.

He came to Seattle in 1911 and for five years was principal at Broadway high school, later being appointed assistant superintendent of school. For three years he has had charge of elementary schools in the southern district of the city.

—Supt. Gilbert P. Randle has been reelected for his tenth term as superintendent of schools at Danville, Ill.

—Mr. J. C. Diehl, assistant district superintendent of schools at Erie, Pa., has been elected superintendent of the school system to succeed I. B. Bush, resigned.

—Mr. G. O. Moore of Erie, Pa., has been appointed assistant district superintendent to succeed Mr. J. C. Diehl.

—The following school superintendents have recently been reelected: R. A. Deen, Mineral Wells, Texas; Gordon G. Singleton, Cordele, Georgia; A. Earle Hemstreet, \$3,500, Corry, Pa.; J. O. Engleman, \$7,000, Joliet, Ill.; Anson B. Handy, \$3,400, Stafford Springs, Conn.

—Mr. E. T. Cameron, the first executive secretary of the Michigan Teachers' Association,

was appointed in February of this year, and assumed the office on March first. The office will be located at Lansing, Michigan, after July first. Mr. Cameron enjoyed an experience and acquaintance with men and affairs of Michigan that are calculated to fit him admirably for his work.

—Mr. H. W. Dodd has been elected district superintendent of schools for the city of Allentown, Pa. The appointment is for the ensuing term of four years, which took effect the first Monday in May.

—Mr. Monroe Melton has been reelected superintendent of the Hall Township High and Vocational School at Spring Valley, Ill., at a salary of \$4,300. Most members of the faculty have been retained with increases in salary ranging from \$100 to \$300.

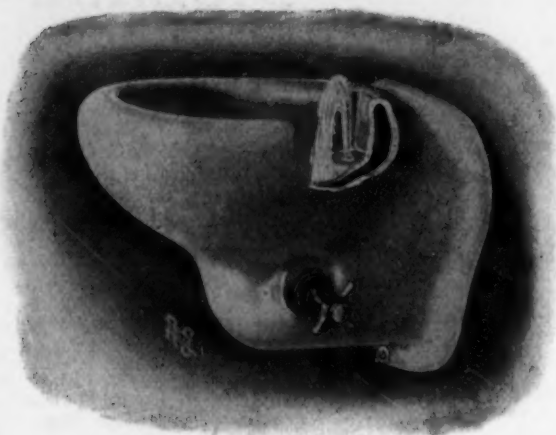
—The Georgia Education Association has elected H. D. Knowles of Quitman as its president.

At the Eighth Annual Conference of Massachusetts Superintendents, held May 2-9, at the State Normal School, Framingham, Mass., the following addresses were given by educators of the Bay State and by well known men from outside the state:

"The Demands of the Times on the School and the Project Method," Prof. Wm. H. Kilpatrick, Teachers College, Columbia University, New York; "Aims in Art Education," Mr. Royal B. Farnum, Director of Art Education for Massachusetts; "Important Principles in Planning Buildings for Junior and Senior High Schools," Mr. Clarence O. Kingsley, State Education Department of Massachusetts; "Some Problems in the Field of Rural Education and Lessons From the School Survey," Mr. Geo. A. Works, Director of Rural Education, Cornell University, Ithaca, N. Y.; "Supervision of the Teacher's Work," Dr. Andrew W. Edson, formerly associate superintendent of schools for New York City; "New Emphasis on Athletics," Pres. Alexander Meiklejohn, Amherst College.

—The Indianola, Iowa, board has reduced its salary expenditure for next year by \$2,540 by dropping some high school teachers.





No. C-92

feature a "protecting jet" which absolutely eliminates all possibility of contamination. They are positively germ proof—correct in design—durable in construction, plus, economical in cost.

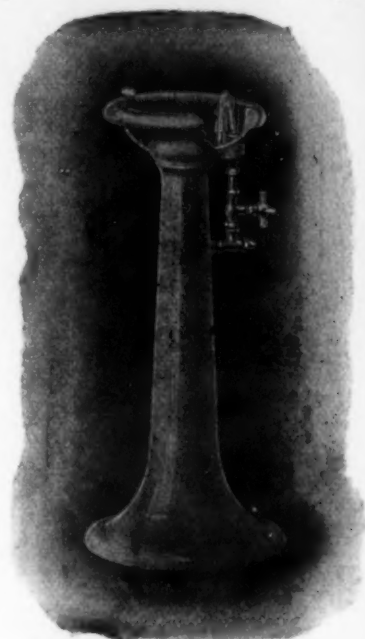
Rundle-Spence "Vertico-Slant" Drinking Fountains have no hoods on which the corner of the mouth can rest—no filth collecting crevices that are impossible to clean. The bowls are of extra heavy vitreous china—of free open construction—and are principally and essentially, sanitary in every respect.

Made in a variety of designs to meet every requirement.

## Rundle-Spence Mfg. Co.

63-75 Second Street

Milwaukee, Wisconsin



No. C-143

### SCHOOL BOARD NEWS.

—The Chicago board of education has a scandal on its hands. The Cook county grand jury has indicted Wm. A. Bither, the attorney for the board, and H. W. Kaup, a rental collector. Both men are alleged to have profited by real estate transactions made for the board.

—There is a formidable movement on foot in New York state to secure legislation creating school boards through the elective system and to free them from city council domination.

—At a convention of school board members representing districts surrounding Vancouver, Washington, it was agreed that reduction in expenses should be made only where this can be accomplished without lowering the standards of the schools.

—The state board of education of New Jersey came to a deadlock of 4 to 4 votes in the election of E. R. Brunyate for the superintendency of Cape May County.

—George J. Ryan was elected president of the New York City board of education. Mr. Ryan acted as president since the resignation of Anning S. Prall last December. Harry B. Chambers was elected vice-president. Mr. Ryan is highly connected as a business man, and has also served the charity movements of the city for many years. Mr. Chambers is a lawyer of exceptional ability and standing.

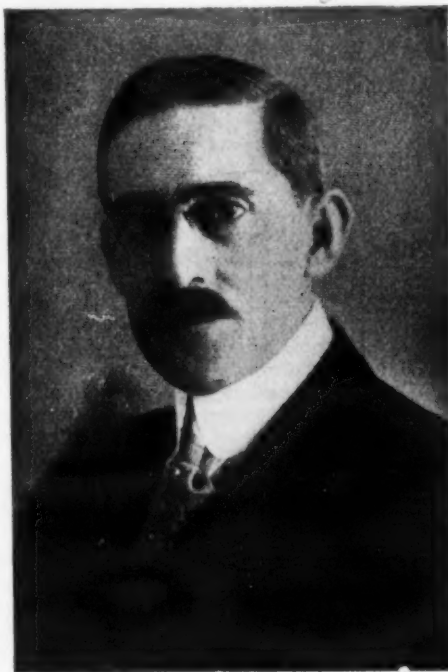
—The school boards of the state of Virginia will hereafter purchase school books directly from the publishers instead of securing them through depositories. The publishers have refused to sell to depositories at a cost less than that made to school boards.

—The Committee on Safety of the National Fire Protection Association, Boston, Mass., has prepared an Exit Code for school buildings. The code as finally revised has been printed and presented to the Association for final approval.

The purpose of the code is to provide exits sufficient to empty school buildings in three minutes after alarm of fire has been given, and to provide for construction such that buildings may be emptied in this three-minute period without danger to life by smoke, fire, or resulting panic. While the requirements are prepared especially for new buildings, they are equally

applicable to existing buildings. The code gives the minimum requirements in all cases.

The code outlines the requirements for building construction, number and location of exits, corridors, stair and other enclosures, determination of required exits, exit facilities for auditoriums and gymnasiums, and provisions for fire alarm equipment.



HON. GEORGE J. RYAN,  
Newly Elected President, Board of Education,  
New York City.

—The board of education at Highland Park, Ky., has been eliminated with the annexation of the district to the city of Louisville.

—The statement which appeared in our March number regarding the financial condi-

tions of the Anaconda, Mont., schools is inaccurate. The facts are, as explained by Superintendent W. K. Dwyer, that the Anaconda school board has ample funds to conduct the schools for a complete term of ten months ending with June 16th.

—The National Council on Schoolhouse Construction held a meeting April 18-19, at the Hotel Statler, Buffalo, New York. Those present consisted of twelve inspectors of buildings, architects, designers, engineers and professors, and others interested in the subject of safe and adequate school buildings. Mr. S. A. Challman, state inspector of school buildings, St. Paul, Minn., acted as chairman of the conference.

At the conference uniform codes covering the construction of school buildings were recommended to the National Council by Mr. Challman. Mr. Challman declared that owing to the lack of any central organization and the different requirements of various state and city building codes, there is the greatest confusion as to just what is essential in the construction, equipment and furnishing of school buildings.

The Council decided to establish a code of minimum essentials covering the construction, equipment and furnishing of school buildings and to prepare that for the following year.

The North Carolina legislature authorized a five million dollar bond issue for loans to be made to counties desiring to erect new school buildings. A question has now arisen as to whether counties can avail themselves of such loans without bringing them to a vote of the local tax-payer. The question is to be decided by the supreme court of the state.

The county school board at Lexington, Ky., will have a \$16,000 deficit at the end of the school term with the prospect that no new buildings can be erected for the next three years, notwithstanding the fact that these are urgently needed.

The city of Louisville, Ky., annexed territory adjacent to the city and then found that it had also annexed a \$50,000 liability. It will take this amount to place the schoolhouses of the new territory into habitable condition.



### ***This Seat-Action Valve Will Work Over Any Type of Bowl***

A seat-action flush valve that will work over any type of bowl where an ordinary flush valve will work—a valve that is especially suitable for school toilets, has been developed by Philip Haas Company.

### ***You Don't Need Special Pottery***

The use of this valve means that you can now secure seat action toilets by using any standard model of bowl, with or without split seat, with or without raised vents, by merely using the Haas Seat Action Flush Valve in connection with any type of bowl. There need be no delay so often necessitated by the pottery in making a special seat-action bowl. Any ordinary type of bowl which the trade may have in stock, can be used with the Haas Valve.

### ***Fine for Rural Schools***

This is the only valve that will work on a pressure as low as ten pounds and, for that reason, is an unusually good valve for use in rural schools who have a pressure system of their own.

### ***No Trouble—No Repairs***

This new valve embodies our famous self-cleaning feature, can't stick nor clog and gives freedom from toilet trouble and repairs. It possesses the same high standard of mechanical excellence that characterizes all Haas Products.

***Write for additional information  
about this wonderful valve.***

**Philip Haas Company**  
Webster Street Dayton, Ohio

## **HAAS FLUSH VALVES**



Sanymetal in the Harding School, Youngstown, Ohio.  
Kling, Zenk & Kling, Architects.

## ***A Toilet Partition Designed Especially For Schools***

THE old-fashioned, unwholesome, insanitary school toilet has vanished with the birch rod and the fool's-cap. In scores of modern progressive communities, both old and new buildings have been equipped with Sanymetal Toilet Compartments. Why? Because metal is the logical material for a toilet partition and Sanymetal is as fine a metal partition as you can find anywhere.

Here the five features that make Sanymetal first choice among school architects and school boards:

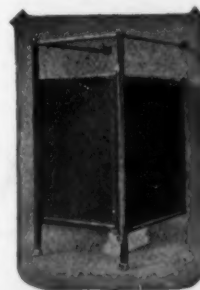
Use of nothing but Armco Rust-resisting Iron. Water-shedding construction applied to slant-lip moldings and base shoe.

Vitreous baked enamel surface, devoid of cracks, good for years of hard wear, and easily kept clean. Olive green or maroon—can't be legibly scribbled on, either.

Extra rigid fastenings for installation, which actually build Sanymetal into your buildings—as permanent and solid as the wall itself.

Sanymetal Gravity Roller Hinges—springless, gravity-action, no wear-out—on all doored partitions.

*Our engineers have made  
a special study of school  
toilet requirements, and  
are qualified by experience  
to serve you. Just write.*

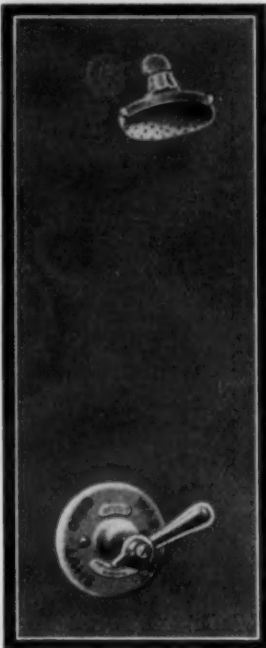


**THE SANYMETAL PRODUCTS CO.**  
989 E. 64th Street Cleveland, O.

# ***Sanymetal***

TRADE MARK U. S. REG.





N. C. R. 110

N. C. R. 110 shows a concealed installation with nickel-plated brass dial and shower head.

When an exposed shower is desired N. F. 1055 is especially adapted for school use.

We manufacture showers for all requirements and which are operated by

THE INCOMPARABLE NIEDECKEN MIXER

Write for Bulletin SB15X

### THE INCOMPARABLE NIEDECKEN SHOWERS

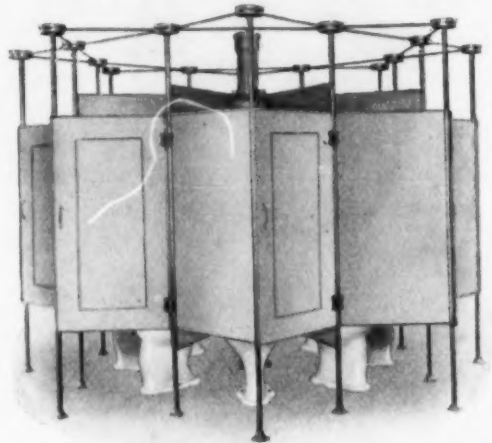
PATENTED

#### NIEDECKEN SHOWERS

operated by NIEDECKEN MIXERS give satisfaction under trying conditions in the largest shower installations in the world. The first cost is practically the last.

HOFFMANN & BILLINGS MFG. CO.  
MANUFACTURERS SINCE 1855.  
MILWAUKEE, U. S. A.

## The Kelly Octopus Water Closet Combination For Schools



8 Water Closets in small space.

Stands out free from Walls.

Does not intercept Light or Air.

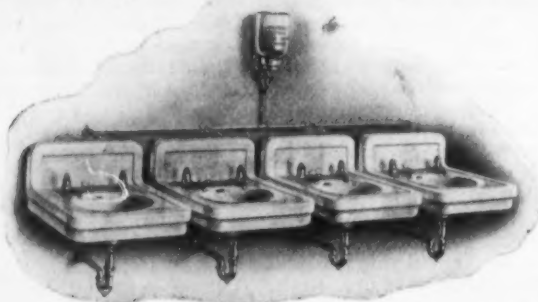
Can be installed in Half the Space, in Half the Time, and at Half the Cost of others.

The large Octopus One Piece Drainage Fitting, not shown, is included with each Combination.

Hundreds in use.

*Details on request.*

**THOS. KELLY AND BROS.**  
404 SOUTH KOLMAR AVE.  
CHICAGO, ILLINOIS.



## An Ideal Soap Fixture For Schools

Here is a new soap system—sanitary, convenient, economical; operating wholly on the time-proven gravity principle. Has no moving parts to get out of order.

A simple valve delivers the right amount of soap without drip or waste, from one large container, easily filled.

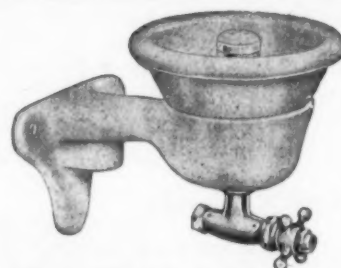
**WATROUS**  
SANITARY  
PLUMBING  
FIXTURES  
PATENTED  
**DUOJET**

Watrous Patent Plumbing Fixtures represent the most advanced ideas developed in plumbing science. They include Watrous Duo-jet Closets, Flushing Valves, Self-closing Cocks, Urinals, Drinking Fountains, etc. Complete catalog will be sent upon request.

**Imperial Brass Mfg. Co.**

1215 W. Harrison St., Chicago, Ill.

**IMPERIAL WATROUS PRODUCTS**



A-26—An exceptionally strong bracket fountain with heavy vitreous porcelain bowl.

Promote Good Health  
in the Schools

## Twentieth Century Drinking Fountains

**P**LENTY of pure ice-cooled water makes for better health conditions in schools everywhere. Perfect sanitation is assured if you choose your drinking fountains from the Twentieth Century line. In addition, you secure equipment that will add to the good appearance of buildings and grounds, and will withstand any amount of rough usage. Prices are very reasonable for fountains of such good quality.

A new and complete catalogue illustrating Twentieth Century Equipment will be mailed promptly, upon request.

ADDRESS DEPARTMENT B

**TWENTIETH CENTURY BRASS WORKS**  
BELLEVILLE, ILLINOIS



D-5—A side stream bubbler that may be used as an ordinary faucet, simply by reversing.

THE BRUNSWICK-BALKE-COLLENDER CO.  
**WHALE-BONE-ITE**  
 CLOSET SEATS

There is a  
**Whale-Bone-It Seat**  
 for all up-to-date  
 standard type  
 Closets.



Now is rehabilitating time.

Order **Whale-Bone-It**  
 the seat of no apologies.

Does not deteriorate.

First cost—last cost.

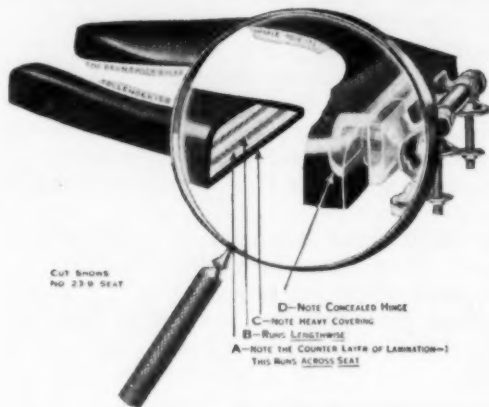
No re-varnishing, or repairing needed,  
 Thus eliminating perpetual expense.

Sanitary service assured for a life-time.

Note patented concealed hinge.

Ask your Plumber or Jobber, or Seat Department of Makers.

MADE BY



THE BRUNSWICK-BALKE-COLLENDER CO.  
 623 S. WABASH AVE. CHICAGO

**New Rules  
 & Regulations**

**ADOPT WORKING RULES.**

The business manager of the Chicago public schools has submitted the following set of rules for adoption by the board of education:

1. School buildings will be open for the admission of teachers 45 minutes before the tardy bell rings for the morning sessions. The building will be turned over to the engineer-custodian 45 minutes after the dismissal bell at the close of the afternoon session.

2. Each principal shall be provided with one key for the front entrance door to his school building. This key must be retained by him and shall not be delivered to any one except the Business Manager. Keys now held by any one other than the principal or engineer-custodian shall be delivered at once to the Business Manager.

3. Principals of schools shall make all requisitions to the Superintendent of Schools for all educational supplies and for all alterations to buildings and grounds, and for all educational equipment and furniture and replacements of the same. By alterations is meant any change, modification or addition to buildings or grounds.

4. Engineer-custodians shall make requisitions to the Business Manager for all repairs required in the maintenance and upkeep of the buildings and grounds and the building equipment. Engineer-custodians shall also make requisitions for all school plant supplies and for furniture for the engineer's office. By repairs, is meant keeping the building and grounds up to their original physical condition and function.

5. Smoking shall not be permitted in the school buildings.

**RULES GOVERNING TEACHERS.**

The school board of Haverhill, Mass., has adopted the recommendations of Supt. A. L. Barbour governing the qualifications of teachers

employed in the schools. The rules read:

"No teacher shall be elected to the elementary schools who has not had previous successful experience, except preferably,

"a. Graduate of a three or four year course in a state normal school with a general standing above C, or

"b. Graduate of a two-year course in a state normal school whose rating as to scholarship, power of teaching and personal qualifications places her in the first quarter of the class.

"No teacher shall be elected to teach in the high school, except in commercial industrial courses, who is not a graduate of a college and who has not had previous successful experience, except that a college graduate without experience may be employed, provided that she has had training satisfactory to the superintendent of schools in college or of department of education.

"Teachers employed for work in commercial-industrial courses of the high school must have had educational and recognized professional training for that work satisfactory to the superintendent of schools."

—New York, N. Y. The board of education has upheld the ban against drives for money in the schools and has intimated that no exceptions will be made to the resolution recently adopted. The application of the Salvation Army to solicit subscriptions for its home service fund from the pupils on Flag Day was denied in accordance with this decision.

—East Hartford, Conn. Three years ago a rule was adopted, providing that teachers absent on account of personal illness, or death in the immediate family, shall continue to receive full salary up to a maximum of ten days in any school year. The rule has been found to care adequately for all except a few protracted cases of illness each year. The average number of days so allowed has not exceeded four per teacher per year.

—Salem, Mass. The school board has planned a new salaried position embracing the duties usually performed by superintendent, principals and teachers. The title of the new position is the follow-up director and the aim is to promote closer and more active cooperation between parents and teachers. The proposed po-

sition is opposed by the local teachers' association for the reason that the work can best be done by the teachers themselves. It was decided to give publicity to the aims and objects of the director, with plans of work and other information.

**Reducing School Taxes.**

The school board of Denver, Colorado, has come to the conclusion that school taxation can be substantially reduced at any time by one or all of the following three methods:

1. By reducing the scope, variety and intensity of instruction offered, and consequently reducing the number of students, particularly in the high school years.

2. By reducing salaries and neglecting supervision.

3. By neglecting maintenance, replacement of obsolete buildings, and provision of new buildings to accommodate a growing school population.

The tax-paying public apparently does not favor the first method, but on the contrary desires increased educational facilities. The second method is certain to produce discontent and unsatisfactory results. The third method postpones the day of reckoning and makes corrective measures so much the more difficult.

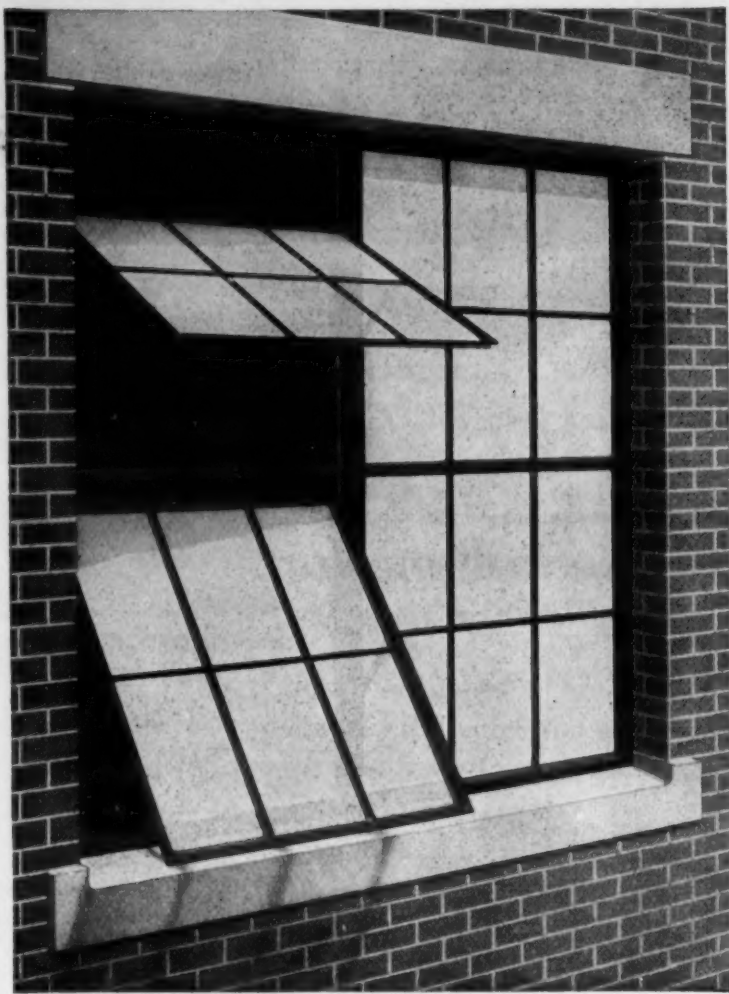
**BONNER HAS RESIGNED.**

Mr. H. R. Bonner, collector and compiler of statistics for the United States Bureau of Education, will step out of office on June 15, 1922.

Mr. Bonner has had his retirement from the bureau in contemplation for some time. His action was hastened through the policy of Commissioner Tigert, who reduced the scope of the statistical service and made it a part of another department. This change, it is said, is due to a policy of economy.

Mr. Bonner has rendered most valuable service to the cause of education in the United States through his marvelous research in the field of educational statistics. The school public will, no doubt, hope for his continued activity in other branches of educational service.





*There are types of Truscon Windows that harmonize with every architectural design.*

## Perfection Ventilator

# TRUSCON

## STEEL SASH

THE window is one of the most important elements of the school, and Boards of Education everywhere are demanding the utmost from their architects and engineers.

The Truscon Perfection Ventilator Sash meets all the requirements for window operating entirely outside the sash frame. The Perfection Ventilator is reversible, facilitating the washing the outside from the interior. The tilted ventilator protects the pupils from direct draughts. Since there are no projections on the interior the windows may be screened and shaded like ordinary double hung windows.

Like all Truscon Steel Sash they are made from solid rolled steel sections. Rigid construction makes it impossible for them to warp or get out of adjustment. Steel Sash are fire resistant, permanent and admit 40 to 60% more daylight than ordinary windows of the same size.

Truscon Steel Sash mean permanence without extra expense. In most cases they actually cost less than inflammable, perishable wooden windows.

It is logical then that Truscon Steel Windows daylight more than 1,000 schools in every part of the country.

**TRUSCON STEEL COMPANY**  
YOUNGSTOWN, OHIO

*Our 45 Engineering and Sales Offices in the principal cities are always at your service.*

### REPORT OF COMMITTEE ON TEACHER-RATING SUBMITTED AT THE BUSINESS MEETING OF THE CALIFORNIA TEACHERS' ASSOCIATION.

#### 1. History.

During 1920, in compliance with the wish of many teachers in the Southern Section, the Council appointed a committee to study the subject of teacher rating. The committee membership consisted of the following: Dr. A. H. Sutherland, Miss Sara L. Dole and Miss Adele Mooseman, all of Los Angeles.

Results of the committee's efforts were published in the Sierra Educational News, November, 1920. At the May (1920) meeting of the council Dr. Sutherland presented the report for the committee and it was instructed to continue its work. Due, however, to a change in the membership of the council it was necessary to reorganize the committee, the membership of which is now as follows: Miss Adeline B. Newcomb, Los Angeles; Miss Leva Handy, Long Beach; Mrs. Lula E. Main, Arlington; Mr. H. N. Alleman, Santa Ana; Mr. H. G. Clement, Redlands; Mr. A. R. Clifton, Monrovia. The committee is assisted by Dr. A. H. Sutherland, whose experience on the previous committee, and whose training in research work is of great value in the investigation.

#### 2 Work Done

Two tentative plans for rating have been submitted by the committee: one for use of Principals or Superintendents in rating teachers; the other for teachers' use in rating themselves.

In May, 1920, both forms were circulated, one for the criticism and suggestion by supervisors and the other for criticism and suggestion by teachers. The teachers' self-rating sheets have been revised in accordance with the suggestions submitted to the committee by the teachers from various parts of the Southern Section. Up to the present time 8,000 copies of the revised form have been distributed through teachers' clubs, through school heads and direct to teachers for constructive criticism. The committee desires at least 2,500 personal letters from teachers giving their opinion of the plan and offering suggestions as to improvement.

The letters so far received are very helpful. Many excellent suggestions have been made which are appreciated by the committee and will be carefully studied in view of further revision looking toward a standardized form.

Here follows the questionnaire to be used.

A self-rating card for each accompanies the personal report—of five degrees of efficiency, on success in forming right habits and attitudes in pupils, and success in cooperation within and outside the school.

#### Teachers' Self-Rating Plan

To help teachers discover themselves:

##### A. Personality

1. What have I done, and when, to show that I am
  1. Good-humored—not overly serious.
  2. Spirited—not wormlike.
  3. Sympathetic—not apathetic.
  4. Self-controlled—not irritable.
  5. Tactful—not blundering.
  6. Cooperative—not antagonistic.
  7. Resourceful—not dependent.
  8. Vigorous—not weak.
  9. Systematic—not disorderly.
  10. Thorough and Conclusive—not slipshod.
  11. Strict—not lax.
  12. Persuasive and Convincing—not intolerant.
  13. Able to bring out timid pupils—not discouraging.
  14. Able to keep order—not disorder.
  15. Punctual—not dawdling.

##### 2. Have I

1. A well-groomed appearance?
2. Neat and moderate taste—not extreme?
3. Well controlled and modulated voice—not weak nor raspy?
4. Good diction—not slangy?

##### B. The Recitation

1. What do I do to make pupils interested—and correct indifference. independent—and correct dependence. think—and correct guessing. energetic—and correct laziness. cooperative—and correct antagonism. quick to react—and correct sluggishness. come for advice and conference.

2. Do I use praise as well as adverse criticism?

Do my pupils react fluently—not haltingly?

in good sentences—not single words?

##### C. Social Qualities.

1. What have I done to show that I am a leader—not a boss? cooperating with other teachers—not criticizing? loyal to the administration—not disloyal? helping put my school on the map—not apathetic? upbuilding the moral sense of pupils—not undermining? directing thoughts toward good citizenship? aiding the community in a civic way? shouldering the responsibility for my own acts? keeping in touch with pupils' home conditions?

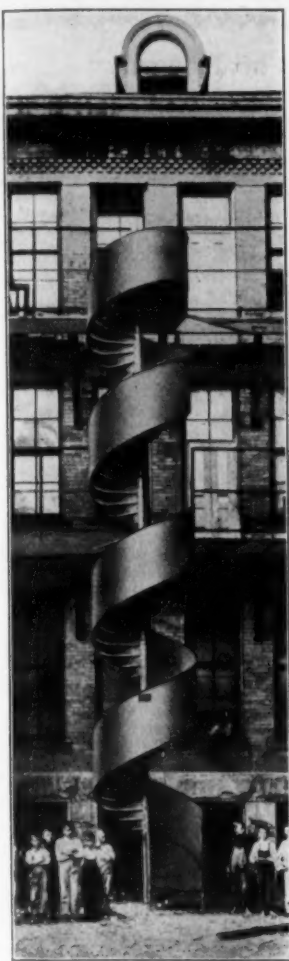
##### D. Growth

1. What professional reading—books, journals?
2. What extension courses and summer courses?
3. What experiments in new methods of teaching?
4. What inventions or devices for illustration and explanation, or drill?
5. What done to show cooperation with investigational work in which other schools participate?
6. Do I get complete and accurate reports promptly to office?

##### E. Considerations on Questioning Ability

1. In asking questions, are my questions framed for
  1. Getting facts (Cross out one)—Yes or No.
  2. Suggesting answers—Yes or No.
  3. Answers by "Yes" or "No"—Yes or No.
  4. Are they definite—Yes or No.
  5. Confined to textbook—Yes or No.
  6. Adapted to pupils' understanding—Yes or No.

(Concluded on Page 115)



A Standard Gravity Spiral Fire Escape provides safety to the children in this building.

## A Standard Gravity Spiral Fire Escape is the Best Insurance Policy for a School Building

Many school house buildings are equipped with fire escapes that comply with the law but are found inadequate when actual service and protection is required in relieving the room of the frightened and panic-stricken children.

It is a conceded fact that a Standard Gravity Spiral Fire Escape is the safest, speediest, and has a capacity of approximately 85 children per minute.

A Standard Gravity Spiral Fire Escape usually takes care of the second and third floors of a school building. On each floor there are generally located 5 rooms, each containing an average of 30, or a total of 150 children.

The average legal allowance in case of the accidental death of a child is \$5000. This multiplied by the number of pupils served by a Standard Gravity Spiral Fire Escape makes a total of \$750,000.

A Standard Gravity Spiral Fire Escape installed on a two story building will average, completely installed, \$525.00, or a SAFETY INSURANCE of .0007%.

These figures are based on one year's protection. The Standard Gravity Spiral Fire Escape will last for the life of the building.

The safety and welfare of the children under your care constitutes your first consideration. Dollars and cents should not influence your decision in installing the very best type of fire protection—A Standard Gravity Spiral Fire Escape.

Write for F. E. Catalog.

**STANDARD**  
CONVEYOR COMPANY  
NORTH ST. PAUL, MINN.

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227 Fulton St.

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225 Electric Building

Representatives in all principal cities.



Twenty children lost their lives when fire destroyed this Peabody, Mass., School.



## DEPENDABLE

The Fire Alarm Signal in your school must be dependable. Failure of fire alarms to work in time of necessity may result in heavy loss of life of children attending your school.

*Holtzer-Cabot*

### Fire Signal System

Provides an absolutely reliable Fire Signal System that will always be heard and obeyed.

Our Engineers are always ready to co-operate in laying out Fire Alarm Systems for schools. Full information and data will be gladly forwarded towards assisting you in the selection of the correct type of Fire Signal System to suit conditions and requirements. The service of these engineers does not place you under the slightest obligation. Write now, do not delay.

**THE HOLTZER-CABOT ELECTRIC CO.**  
BOSTON, MASS.  
6161-65 SO. STATE ST. CHICAGO  
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## 85 SCHOOLS

IN BALTIMORE

EQUIPPED WITH



### PANIC EXIT LOCK

IN

THREE MONTHS' TIME

SMITH'S locks were chosen over all other makes, because of their gravity action, simplicity of construction, easy appliance and positive action.

SMITH'S gravity locks are always ready for operation when an emergency arises because there are no springs to get out of order.

Write for prices and suggestions of the best way to equip your schools. We make locks to meet every requirement.

**FRANK F. SMITH HARDWARE CO.**  
81-85 CLAY ST., NEWARK, N. J.



*Wash and Bathe in Running Water*



Speakman H-952

## A Mixometer Shower with concealed piping for institutions

Usually, the Speakman H-895 shower is preferred for institution and school use. It has exposed Mixometer and supplies. However, where a shower with concealed piping and Mixometer is wanted, call for the Speakman H-952 shower, shown. Wall plate and entire Mixometer handle, like the rest of the shower, is brass, heavily nickel plated. Has Speakman Anyforce Head which allows bather to control shower's force, or will be furnished with Hidden Control Head.

School Boards interested in showers, or in fact any sanitary fixtures, will find the Speakman Organization always ready to help in their individual problem.

**SPEAKMAN COMPANY**

WILMINGTON, DELAWARE

# SPEAKMAN SHOWERS



## HAVE YOU A HOUSING PROBLEM IN YOUR SCHOOL?

**YOU** can settle it during the coming weeks of the summer vacation, quickly and satisfactorily.

Circle "A" Portable School Buildings have proved the solution in many a similar situation.

They are easily assembled, well constructed, good looking, inside and out, and they give perfect service under all conditions for a long time. Just as easily taken down for erection elsewhere.

**SEND FOR IT—**



IT WILL HELP YOU

"Good SCHOOLS Quick" is the title of an eight-page illustrated brochure that tells all about these easily erected, attractive, and very useful buildings. Send for it.

**THE ALEXANDER LUMBER CO.**

Chicago St. Louis New York Kansas City Pittsburgh Indianapolis Detroit Cleveland Cincinnati Lansing

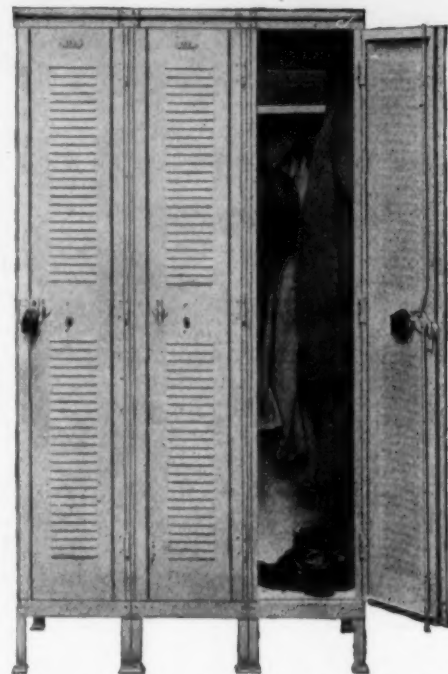


MAIN SALES OFFICE  
CHAMPAIGN, ILLINOIS



## Jefferis Pressed Steel Lockers

Made on the Sectional Unit Principle.  
Particularly adapted for School Use.



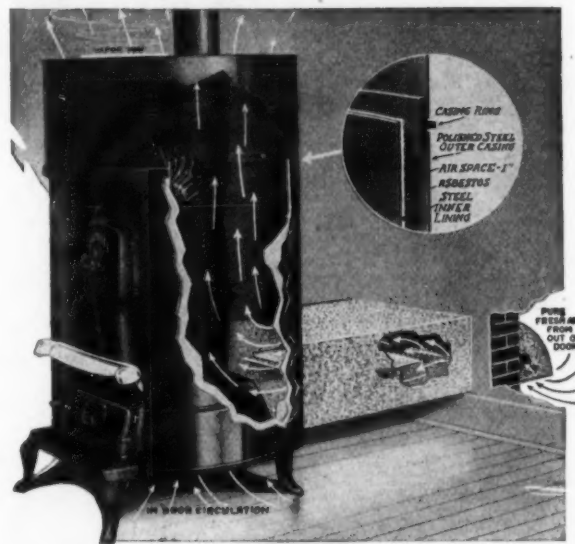
Row of Three Single Tier Type "M-F-L" Lockers.  
Size of each 12" x 12" 60" inside.

*Substantially Built, Attractively Designed, Easily Installed.*

Shipped Knocked Down.

**Richard W. Jefferis Company**  
CAMDEN, NEW JERSEY.

## SUMMIT



## School Room Heater

High Grade, Hygienic, Economical, Durable.  
All Cast-iron Interior, Scientific Casing Construction.

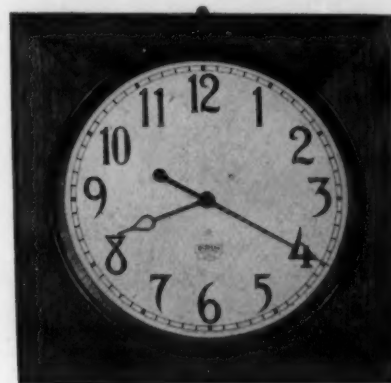
A Heater specifically built to give the highest degree of service and satisfaction.

The large cast iron front to the casing permits direct access to the feed and ash pit doors, and also gives that direct heat radiation that is so welcome and necessary for the children when they come in cold and damp.

Special Literature With Full Information  
and Net Prices Furnished Upon Request.

**Summit Stove Co. Morrison, Ill.**

## Not a Mere Mechanical Improvement But a Service Giving Opportunity



The result of years of knowing how and doing it.

The Simplicity, Reliability and no maintenance features are appreciated by the users of the Sohm electric time systems. As an illustration, the Carter H. Harrison Technical High School of Chicago is operating a Sohm system consisting of one hundred and thirty-seven secondary clocks, an eight circuit eighteen hour program machine, together with fifteen bells of various sizes, individual push buttons with cross connecting strip, etc. All operated by our master clock. This system has been in service for six years continuously at a maintenance cost of less than \$10.00 per year.

Our smaller installations have proven equally as satisfactory.

*Send for our catalog and quotations on your requirements.*

### Sohm Electric Clock Company

845 Blue Island Avenue

CHICAGO

ILLINOIS

(Concluded from Page 112)

7. Adapted to pupils' needs—Yes or No.
8. Adapted to pupils' interests—Yes or No.
9. Worth-while questions—Yes or No.
2. Do my questions
10. Stimulate interest—Yes or No.
11. Require independent thinking—Yes or No.
12. Stimulate resourcefulness—Yes or No.
13. Stimulate cooperation of pupils—Yes or No.
14. Fix essentials—Yes or No.
15. Require pupils to organize material—Yes or No.
16. Draw on children's experiences—Yes or No.
17. Clear up difficulties—Yes or No.
18. Make practical application—Yes or No.
19. Differentiate between essentials and non-essentials—Yes or No.
20. Associate lesson with past and future work—Yes or No.
21. Develop next lesson—Yes or No.
22. Stimulate initiative—Yes or No.
23. Help pupils reason over disciplinary matters—Yes or No.

I rate myself fair.....good.....excellent  
..... (Place a cross after the word indicating your estimate of yourself.)

"To the Teacher:

"The above suggestions for self-study are being sent you by the Council of the Southern California Teachers' Association for two reasons:

"1st. In order that you may have the benefit of Research work which is being done by other teachers in the Association.

"2nd. In order that you may help by your advice and criticism in establishing a better relationship between classroom teachers and superintendents, or principals.

"It seems to be true that there is much misunderstanding over the question of rating by administrative officers. Actuated by the feeling that there should be no misunderstanding and that teachers as well as administrative officers should be willing to put before their Boards of Education the full list of facts regarding everyone who is dealing with children, we, the Committee, composed of representatives from both

groups, request your assistance in deciding whether the above self-study plan is adequate to represent the good teacher and to help discover the poor teacher."

#### SCHOOL GROWTH IN MIAMI, ARIZ.

—Arizona, the youngest state in the Union, has been forging into prominence through its progressive policies and its educational activities. In keeping with the unsettled and transient conditions of the early history of such communities, the schools of the city of Miami labored under the handicap of continually shifting population and a constant change of pupils and teachers.

Recently the conditions have changed as the community passed from the stage of a "camp" to a town of 10,000 inhabitants. A school board developed which reflected community conscience in its desire for school efficiency. Acting in the capacity of a board of directors of a corporation or business enterprise, the members selected a school specialist as their superintendent, turning over to him the full control of the organization and direction of school policies.

Under the new plan of operation the best known methods of school organization as advocated by leading educators of the country was put into effect. Later the office of Director of Research was formed and a primary supervisor secured. The additional expense was immediately questioned by the taxpayers, but the board having committed itself to a policy, continued to back up the judgment of its executives.

A scientific program of testing and child placement was inaugurated. The results secured as cited in the summary of the superintendent's report indicate the possibilities of scientific management when put into operation and consistently backed by the school board. The schools have comparatively few home-grown pupils. The pupil material is not standardized but comes from widely varying racial stocks, social conditions and mental backgrounds. Under the scientific system the teachers reported only 3.8 per cent as failing, compared with a state average of thirteen per cent.

During the process of reducing failures and of increasing the number of accelerations, there

has been no lowering of work accomplished and no lowering of standards. On the contrary, there has been an average gain of ten per cent in the quality of reading, writing, spelling and arithmetic as measured by the standardized pedagogical tests, namely, an increase of ten per cent in efficiency of school performance.

The scientific program cost \$6,000 per year additional to older methods, but has returned \$17,000 in teaching values. It is an extravagance but is a sound investment. The creation of a department of research and the employment of a primary supervisor in a system of fifty grade teachers has been a marked economy in school management.

#### DAILY HELPING PERIODS.

Three years ago "daily helping periods" were established at East Hartford, Conn. All children whose work is satisfactory and who are up to grade, are dismissed at three P. M., thirty minutes before the close of the day, and the next thirty minutes are devoted to helping the slow, the backward, those who have fallen behind because of absence, or those who failed to make proper progress in the day's lessons. The purpose of the period is to further serve individual needs. Excusing the other children lightens the teacher's load for the time and affords her fuller opportunity to concentrate upon her specific problems. Under this plan the emphasis, or premium, is put upon good work, since rewards come to those whose work is satisfactory, and those needing help get it systematically. It encourages failures to study and results in reducing non-promotion.

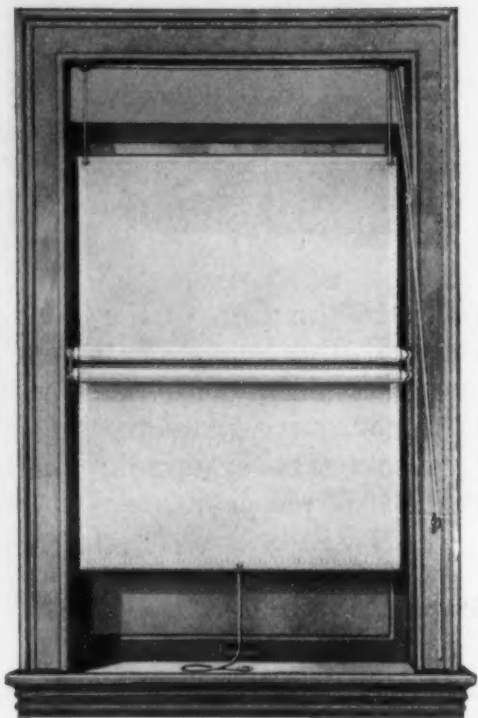
For pupils in the first grades, a similar helping period of the last thirty minutes of the forenoon session is likewise maintained, thus affording the beginners in reading two "individualized periods" a day.

—Mr. Charles J. Strahan of Freehold, N. J., has been made assistant state commissioner of education for the state to succeed Mr. John Enright who has become state commissioner. The assistant has charge of disputes arising under the school law and also acts as commissioner during the absence of the education head.



## MAXWELL'S SCHOOL SHADES

### SAVE EYESIGHT AND INCREASE EFFICIENCY



Maxwell's Airanlite Shade  
mounted inside casing.

NEW YORK

#### MAXWELL'S AIRANLITE (Patented)

Double Roll Canvas Shades are the best and give the greatest satisfaction.

For use in Schools, Offices, Hospitals and public buildings.

Can also be made of any Standard Shade Cloth.

Can be mounted inside or outside of casing.

Efficient, good looking, economical, trouble proof and will last for years.  
Can be instantly adjusted.

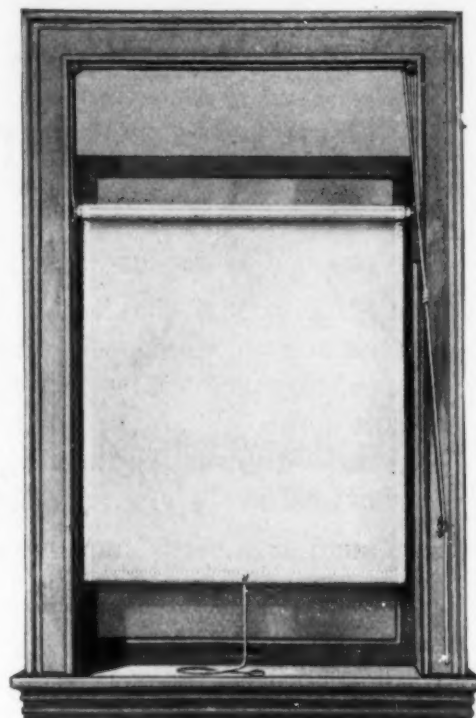
When single roll adjustable shades are needed, use the Simpull Single Roll Shade.

Can be obtained from leading  
School Supply Houses.

Write for Circulars.

**S. A. MAXWELL & CO.**  
3636 IRON ST. CHICAGO

PITTSBURGH



The Simpull Single Roll  
Adjustable Shade.

KANSAS CITY

*For service and quality use Maxwell's Dependable Window Shades.*

#### PLAN OF HIGH SCHOOL STUDENTS' ORGANIZATION.

At Milton, Oregon, a constitution of the associated students of the McLoughlin high school has been worked out which has proven a serviceable plan of organization. In the thought that it may serve elsewhere it is reproduced herewith:

We, the students of McLoughlin Union High School, District No. 3 of Umatilla County, Oregon, in order to form a more perfect union of the different classes and other organizations represented, establish justice, insure the most harmonious adjustment of all matters pertaining to school government, provide for a more thorough and practical study of the great principle of democracy, and secure from our high school training the best results for ourselves and our successors, do ordain and establish this constitution for the Associated Students of McLoughlin Union High School.

##### ARTICLE I

Section 1. (a) All legislative powers granted shall be vested in the Associated Students of McLoughlin Union High School, which shall consist of a Senate and House of Representatives. Each House from its own members shall elect its own officers hereinafter designated who shall be in good standing and bona fide members of the school.

(b) The annual election hereafter for all officers shall be held on the first Friday of October in each school year, or as soon thereafter as convenient.

(c) Nominations for all officers under this Constitution shall be made one week prior to the election and names of candidates for the different offices posted in three conspicuous places about the school buildings for five days.

(e) All standing committees shall be appointed by the presiding officers of the Senate and House of Representatives at the first regular meetings of these bodies after the election of officers to serve for the school year and until their successors are appointed.

(f) The following standing committees are suggested and may consist of from three to five members each:

1. Program.
2. General Welfare.

##### 3. Social.

(g) In the event of Associated Students' meetings the Committees of the Senate and House of Representatives shall act jointly.

(h) Special committees may be appointed by the presiding officers of either House or at joint meetings of both Houses upon affirmative vote whenever demanded, who shall serve only for the purpose designated.

(i) All vacancies occurring among members of standing committees shall be filled by presiding officers by appointment at regular or special meetings.

(j) Newly elected officers shall assume their duties on the first meeting day after their election.

(k) For administrative and other purposes the student body of McLoughlin Union High School shall be divided into two general divisions known hereafter as Upper Classmen and Lower Classmen. The Upper Classmen shall be composed of Graduate Students and Seniors and Juniors; the Lower Classmen shall be composed of Special Students and Sophomores and Freshmen.

Section 2. (a) The Senate shall consist of Upper Classmen and their Class Advisors.

(b) The officers of the Senate shall consist of the following students who shall be in good standing at the time of their election and members of the Senior and Junior classes.

1. President—A member of the Senior class.
2. Vice-President—A member of the Junior class.
3. Secretary—A member of the Junior class.
4. Treasurer—A member of the Senior class.
5. Sergeant-at-Arms—Either class.
6. Reporter—Either class.

(c) A member of the school in good standing shall be one whose grades and deportment meet the requirements of the faculty.

Section 3. (a) The House of Representatives shall consist of Lower Classmen and their Class Advisors.

(b) The officers of the House of Representatives shall consist of the following students who shall be in good standing at the time of their election and members of the Sophomore and Freshmen classes.

1. President—A member of the Sophomore class.

2. Vice-President—A member of the Freshman class.

3. Secretary—A member of the Freshman class.

4. Treasurer—A member of the Sophomore class.

5. Sergeant-at-Arms—Either class.

6. Reporter—Either class.

Section 4. (a) The manner of conducting all elections shall be by the Australian Ballot System.

(b) Nominations for officers shall be made in open meeting and shall be seconded.

(c) Not more than five nominations shall be made for any office.

(d) All nominations for officers shall be posted by the Secretary in three conspicuous places about the school building for at least five days before election is held.

(e) A plurality vote shall prevail in all elections.

(f) In case of a tie vote, another election shall be held within one week, and not more than three officers receiving the highest number of votes, including the two that tied, shall be voted for; and the names of the officers shall be posted in three conspicuous places for at least five days before election is held.

(g) The Presidents of the Senate and House of Representatives shall each appoint three election commissioners to conduct all elections.

##### ARTICLE II

Section 1. (a) The officers of McLoughlin Union High School Associated Students shall consist of the following students chosen as officers of the Senate and House of Representatives who shall hold their offices during the school year and until their successors are elected:

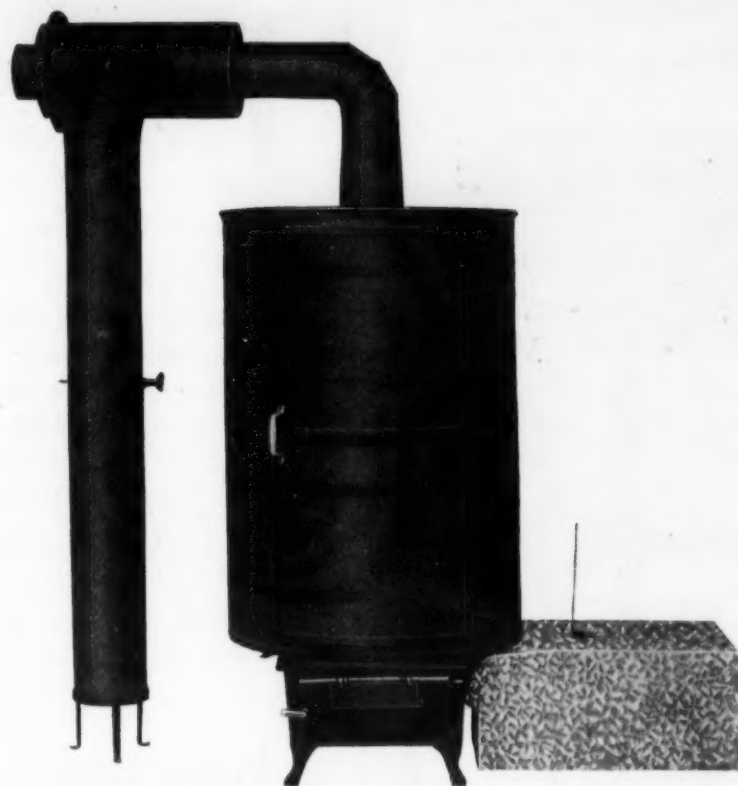
1. President—The President of the Senate.
2. Vice-President—The President of the House of Representatives.
3. Secretary—Secretary of the Senate.
4. Treasurer—Treasurer of the Senate.
5. Sergeant-at-Arms—The Sergeant-at-Arms of the Senate and House of Representatives.
6. Reporter—Reporter of the Senate.

(Continued on Page 119)

## Charter Oak School Room Heater

PERMANENT AS THE BUILDING ITSELF

A Sanitary, Heating and Ventilating Furnace for Schools



We also make WARM AIR FURNACES and other Styles of School Room Heaters, also RANGES to use gas, coal or wood FOR DOMESTIC SCIENCE CLASSES.

Charter Oak Stove and Range Co.

Antelope St.  
and Conduit.

St. Louis, Mo.

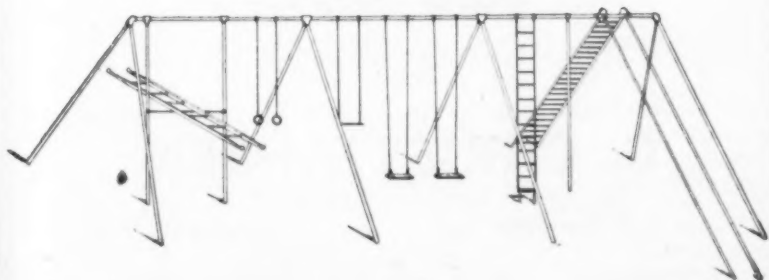
## SCHOOL PLAYGROUND EQUIPMENT



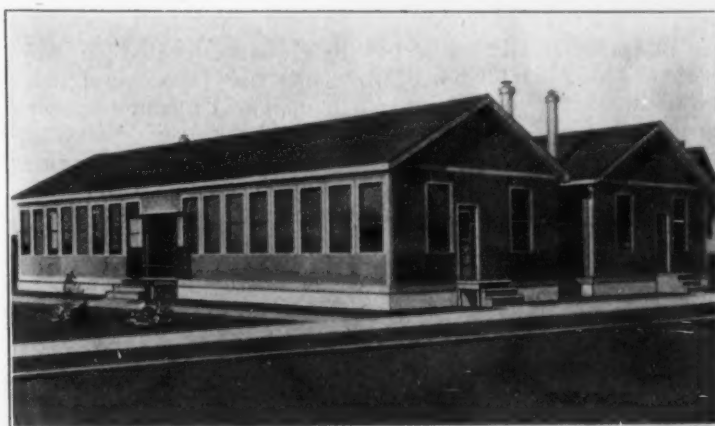
THE CHICAGO LINE

GYMNASIUM APPARATUS  
ATHLETIC SUPPLIES

ONE OF OUR PLAY OUTFITS



SEND FOR CATALOG No. 2



Typical Manchester Portable Schoolhouse.

## MANCHESTER Portable Schoolhouses

Built of sectional interlocking units in 1- 2- and 3-room types, after designs approved by leading authorities. Complete in every way—all details of lighting, ventilating, seating and black-board arrangement properly provided for. Can be erected by unskilled labor in from 3 to 5 days—are strictly portable, practical, well built of selected lumber, and of pleasing appearance. When they have served their purpose, can be taken down, removed and re-erected anywhere with ease and without loss or damage.

Write, wire or 'phone your requirements — we will make our recommendations and send you complete details and specifications.

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St. Louis, Mo.



## THE ELDREDGE TWO SPOOL

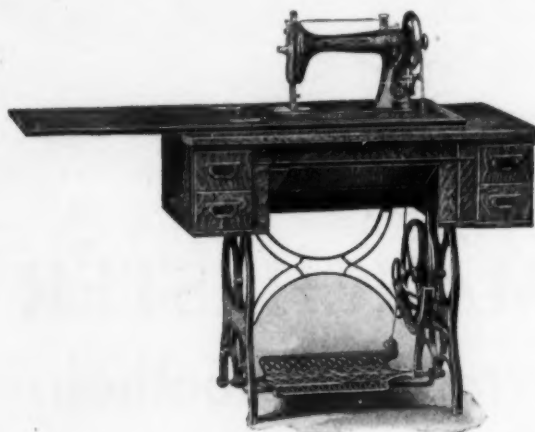
ROTARY SEWING MACHINE

*The Ideal Machine for School Instruction*



The ELDREDGE TWO SPOOL Sewing Machine, in the CONSOLE MODEL, combines beauty with utility. When closed, it is a beautiful table; when open, an Electric Sewing Machine, equipped with all the latest time and labor saving devices.

The electrically operated head is concealed in the table. The ELDREDGE alone has the Two Spool feature, by which you sew direct from two ordinary spools of thread, thus eliminating bobbins and the necessity of winding, removing, and replacing them. On this account, it is a time-saver, a feature readily appreciated when considering the Sewing Machine for school instruction.



The MODEL 730 ELDREDGE TWO SPOOL treadle machine with drop front, four drawers, and Automatic Lift. A full quarter-sawed Oak Case of tasty design and a favorite for School use.

Manufactured and Guaranteed by

**THE NATIONAL SEWING MACHINE CO.**  
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## The Elgin School Table



The original school table for First and Second Grades.

The Elgin Table has proven its numerous advantages over screwed-to-the-floor desks, such as

**BETTER INSTRUCTION**  
**SOCIALIZED RECITATIONS**

Eight children at a table.

Modernize your schools — equip with Elgin School Tables as standard equipment.

Write

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Elgin, Ill.

School Furniture Dept.



## Manual Training Bench No. 271

When in the market for Manual Training Benches, Domestic Science Tables, Sewing Tables, Drawing Tables, Vises, Hand Screws, etc., write to

**C. CHRISTIANSEN**

Manufacturer of this line since 1898

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B

## "Shall we have a school library?"

### *This experience may help you decide*

More and more schools are finding that a school library offers both students and faculty ideal opportunities and incentives for intelligent, progressive study and teaching.

A year and a half ago, the Neodesha, Kansas, Public School Dept. asked Library Bureau to plan and install suitable furniture and equipment for a library in their new high school. Their experience is epitomized in the following letter from Mr. V. M. Liston, Supt. of Public Schools in Neodesha:

"I am glad to report that the library equipment purchased of your firm is giving us entire satisfaction. It has received hard usage for more than one and a half years, a time sufficient to indicate its quality.

"I believe that our high school is one of the first in the state to install your standard library tables and chairs as a substitute for the old study hall idea. We did this after much careful study of the whole problem. It is, therefore, a matter of satisfaction to find that our experience more than justifies the decision we made."

Library Bureau's 46 years of experience with library problems of every description are at your disposal. Write our nearest branch. One of our library specialists will be glad to discuss your problems with you. This service involves no obligation whatever.



\* Library of Neodesha, Kansas, High School; equipment installed by—

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(Continued from Page 116)

7. Assistant Reporter—Reporter of the House of Representatives.

(b) The executive power of the Associated Students shall be vested in the principal of the school.

(c) The members of the high school faculty shall correspond to the members of the President's Cabinet in our Federal Constitution, and advise with the principal on all matters of importance and at such times and places as he may designate.

### ARTICLE III

Section 1. (a) In order to encourage many worthy groups among the students along various lines of activity for the benefit of all, the different classes, clubs, societies and associations connected with the school shall perfect their own organizations by adopting suitable constitutions, choosing faculty advisors upon the advice of the principal, and by electing necessary officers to carry out the purposes of same. Each organization as a component part of the Associated Students shall cooperate to the fullest extent possible with every other organization and shall work harmoniously together for the common good of each other and for the success of the school.

(b) The Associated Students may publish a school paper, and for this purpose the following editorial staff may be chosen as prescribed:

1. Editor-in-Chief.—A member of the Senior class during term of office, who shall be chosen in the following manner: Nominations for this office shall be made by the Senior class and posted according to Article I, Section 4, of this Constitution. The election shall be held at a meeting of the Associated Students called for the purpose.

2. Assistant Editors.—One from each class, one from Boys' Athletic Association and one from Girls' Athletic Association.

3. Business Manager.—A member of the Senior class to be chosen in similar manner to Editor-in-Chief.

4. Society Editor.—A member of the Junior class to be chosen in similar manner to Editor-in-Chief, except that nomination is made by the Junior class.

5. Exchange Editor.—A member of the

Junior class to be chosen in similar manner to Society Editor.

6. Alumni Editor.—A member of the Senior class to be chosen in similar manner to Business Manager.

7. Jokes Editor.—One from each class to be chosen by each class.

Cartoonists.—To be appointed by the Editor-in-Chief.

### ARTICLE IV

Section 1. (a) In order that students may cooperate more fully with the high school faculty in making rules and regulations for the government of the school, a Student Council shall be composed of the following students and members of the faculty:

1. Student Body President.
2. President of Boys' Athletic Association.
3. President of Girls' Athletic Association.
4. President of the Senior class.
5. President of the Junior class.
6. President of the Sophomore class.
7. President of the Freshman class.
8. Four Seniors chosen by the Senior class.
9. Three Juniors chosen by the Junior class.
10. Two Sophomores chosen by the Sophomore class.

11. One Freshman chosen by the Freshman class.

12. Four members of the high school faculty appointed by the principal.

(b) The first seven members of the Student Council mentioned above shall constitute the Advisory Committee, whose duty shall be to meet with the principal or other members of the faculty at his request for the purpose of considering matters of importance relative to school government and to make recommendations and suggestions to the Student Council.

(c) The Student Council shall meet as soon as convenient after the election of its members and perfect an organization by electing the following officers:

1. President.
2. Vice-President.
3. Secretary.

These officers shall be students and the President of the Associated Students shall be President ex-officio.

(d) The Advisory Committee shall organize at its first meeting by electing the following officers:

1. President.
2. Vice-President.
3. Secretary.

These officers shall be students and the President of the Student Body Organization shall be President ex-officio.

(e) All rules and regulations for the government of the school adopted by the Student Council shall become effective and be known as By-Laws when ratified and accepted by the Associated Students at a meeting of same called for the purpose, provided the proposed rules and regulations have been posted on bulletin board for five days, and provided further said rules are approved by the principal of the school.

(f) The Student Council shall meet on the first Monday of each calendar month during the school year and at such other times as may be agreed upon by the President of the Student Council and the principal of the school.

(g) A meeting of the Student Council may be called by the principal of the school at any time or upon written petition signed by twelve members, including two teachers, stating reason for such meeting. This petition to be presented to principal of the school.

(h) The Student Council Secretary shall keep the records of the Student Council in a book to be provided by the school for the purpose.

### ARTICLE V

Section 1. Following is a suggested order of business to be observed at each regular meeting of the Senate, House of Representatives or Associated Students:

#### ORDER OF BUSINESS

1. Call to order by presiding officer.
2. Roll call by Secretary. (May be omitted.)
3. Reading of Minutes of previous meeting.
4. Report of Standing Committees.
5. Report of Special Committees.
6. Unfinished Business.
7. New Business.
8. Appointment of Committees.
9. Program.



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SCHOOL DEPARTMENT



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## 10. Adjournment.

Section 2. (a) A program committee consisting of three persons shall be appointed by the presiding officer of each House on the first regular meeting day of each semester, or as soon thereafter as convenient, to serve for the semester and until their successors are appointed, who shall arrange for interesting programs at each regular meeting of each House or joint meetings of both Houses. When a joint program is to be given, the committees will act together in its preparation.

(b) The following program is suggested:

1. Music.
2. Recitation.
3. Reading.
4. Music.
5. Essay.
6. Oration.
7. Music.
8. Debate.
9. Decision of Judges.
10. Music.

Section 3. (a) Regular meetings of each House or joint meetings of both Houses may be held on the third Friday of each calendar month during the school year, beginning in the month of October.

(b) Special meetings of each House or joint meetings of both Houses may be called by the principal whenever occasion demands, or by the students provided a petition signed by 25 members of either House is presented to the principal requesting same and giving reason for same, or by 50 members—25 from each House—if a joint meeting is desired.

## ARTICLE VI

Section 1. (a) This Constitution may be amended in the following manner:

1. All amendments to this Constitution shall first be recommended by the Advisory Committee or Student Council by a majority vote.

2. If an amendment has first been recommended by the Advisory Committee it must pass the Student Council by a majority vote to be further considered.

3. After the amendment has passed the Student Council as above set forth it must receive a two-thirds' majority of both Houses and the approval of the principal to become effective.

4. Before a proposed amendment is voted on by either House it must be typewritten and posted in three conspicuous places about the school buildings for five days.

5. A two-thirds' majority required to pass an amendment as above set forth may be construed a two-thirds' majority of each House.

## ARTICLE VII

Section 1. (a) Roberts' Rules of Order shall govern all questions of parliamentary law and usage not herein specified.

(b) The ratification of this Constitution by the Student Council and each of the four classes of the school shall be sufficient to make it effective.

### School Function of Community and State.

In an address dealing with the distribution of authority and responsibility between state and local officials from the point of view of the city superintendent, S. E. Weber of Scranton, Pa., draws the following summary:

#### I. By Local School Officers:

- a. Adequate educational opportunities for every child in the district.
- b. The largest possible freedom in providing such opportunities.
- c. Reasonable independence in administration, fiscally and educationally.
- d. Development of leadership through the medium of the school for service to the community, state, and nation.
- e. Development of individual and group responsibility, initiative and resourcefulness.

#### II. By the State:

- a. To provide the best educational leadership that may be had from the country at large.
- b. To see that such leadership functions properly in disseminating information concerning the best educational ideals and practices found in this and other countries.
- c. To exercise proper leadership in the method of disseminating such information and applying the services of its especially trained representatives for educational guidance and direction to the several communities.
- d. To see that the educational legislation on our statute books, sanctioned by the people through their representatives, is generally enforced.

e. To encourage the enactment of new legislation whose object is to provide additional educational facilities for the better education of all the children of all the people of the Commonwealth.

## HIGH SCHOOL ADMINISTRATION.

—Hartford, Conn. The high school committee recently sent out letters to the parents of students pointing out that secret societies have no sanction from the school authorities. Parents and others who object to the existence of social barriers and artificial distinctions have been shown that they have the remedy in their own hands. The school authorities declare that they assume no responsibility for any falling off in scholarship or any injury to the character of the students as a result of membership in these societies. The letters were sent out in accordance with a regular custom of the school officials.

Under the new rules, dances are to be limited to high school teachers, students and their parents, and guests, the latter to be admitted on application of the parents, with the approval of the principal or teachers. A sufficient number of teachers and mothers of students must be present to act as chaperones, and no person will be allowed to return to the hall after once leaving. Improper conduct at a dance, athletic contest or other form of entertainment, will cause the offender to be liable to suspension by the principal or the superintendent, or expulsion at the discretion of the school board.

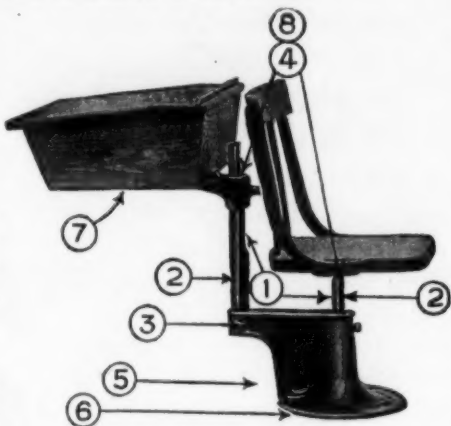
—Springfield, Ill. The school board has delivered an ultimatum to fraternity and sorority members in the high school in the form of a resolution, giving them a specified time in which to resign from the societies or show cause why they should not be suspended. All students failing to comply with the ruling were ordered suspended. A ruling of the Circuit Court of Sangamon County on the fraternity question was to the effect that the high school fraternity members must obey the rule of the board or suffer expulsion from school. An appeal was taken to the Supreme Court of the state, but as a hearing could not be held before the June term, there appears to be no escape from the rule of the court.

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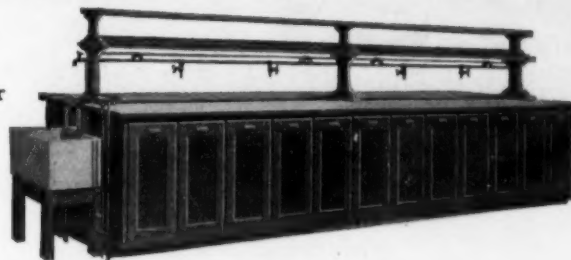
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### ADMINISTRATION NEWS

—The Teachers' Association of Pawtucket, R. I., has petitioned the local school board for an increase in salaries. The teachers do not ask for any specific increase but they do ask for compensation that shall be equal to that paid in cities of the class of Pawtucket.

—The Pennsylvania Education Association has adopted the motto: "Equal opportunities for every child in the commonwealth."

The school board of Correctionville, Iowa, has effected a considerable reduction in the cost of school maintenance by enlarging classes, dropping some teachers, and reducing salaries on an average of ten per cent.

The Holyoke, Mass., school board contemplates retrenchments without cutting salaries. The city administration made a cut of \$25,000 in the school budget. Among the things that may be dropped are garden supervision and summer schools.

—The budget of the Newark, N. J., school board has been cut by the board of estimates. Superintendent Corson has applied himself in finding where drastic reductions are possible without impairing the efficiency of the schools. For the present classes will be enlarged and the number of night schools reduced.

—The Indianapolis, Ind., school board finds the pressure for more school buildings becoming imperative and that the school tax will have to be increased to meet the situation.

—Sioux Falls, S. D., has broken away from the one-story type of building with the completion of plans for a new building. This latest structure will be a regulation two-story building on the one-story plan. It will cost about \$110,000.

—Statistics recently compiled at Hartford, Conn., indicate that an average of 25 per cent of the school children of the United States have defective vision. The principal eye defects, according to the study, are hypermetropia (far-sightedness), myopia (near-sightedness), and astigmatism.

Defective vision, chiefly myopia, is found to a large extent among the older children in the schools, as it is progressive. Near-sightedness

is the most prevalent eye affliction, beginning primarily from congenital astigmatism and the subsequent strain upon the accommodation of the eye in an effort to see.

Out of 175,153 children examined in the New York schools, 17,888, or about nine per cent, suffered from defective vision. Boston public schools showed nearly thirteen per cent, or 11,899 of 92,552 examined. In Pennsylvania 17.9 per cent defective vision was found among 460,199 rural children examined, while 26.6 per cent of the children in Orange County, Va., were found with defective vision, and in Grand Forks County, N. D., 25 per cent were found defective.

Sixty-four conservation of vision classes have been established in 37 cities in the United States. Eighteen classes now located in Massachusetts, 27 in New York, 21 in Ohio, eight in Michigan, six in Wisconsin, four each in Minnesota and Pennsylvania, two in Louisiana, and one apiece in Connecticut, Illinois and Washington.

—Mr. G. F. Penwright has been reelected president of the board of education at El Reno, Okla. Mr. Penwright has been a member of the board for seventeen years and president for ten years.

—The teachers of Texas propose to raise a fund of \$100,000, the interest of which is to be used for such campaigns as may be inaugurated by the Texas state teachers association. The sum of \$10,000 has thus far been raised.

—At Zearing, Ia., eight out of nine teachers went on a strike because they objected to the alleged remarks of one of their associates. After being out for a week the teachers apologized to the school board for their hasty action and returned to their work.

—St. Louis, Missouri, has reason to feel proud of her school system and confident that the schools are entrenched in the public good will as a result of a special election held in that city. At the election the vote was three to one in favor of maintaining the tax rate of 85 cents on each \$100. The election was made necessary by certain restrictions in the constitution which permit an increase in the tax rate only when authorized by a majority vote of the taxpayers of the district. The success of the issue at the

polls was the result of a vigorous campaign for spreading the needs and the merits of the public schools before the taxpayers by the board and by a committee of public-spirited citizens who organized themselves into a citizens' school tax campaign committee. All forms of proper publicity were studied with the result that no rational appeal to the voter was overlooked.

—Six out of every 100 children entering the first grade are left handed, says Miss Margaret B. O'Toole, director of writing in the schools of Worcester, Mass. She believes that they should be taught to write with their right hand.

—The Pittsburgh, Pa., school board will compel teachers to attend the city teachers' institute meetings. Absentees will suffer salary reductions.

—The suggestion made by Luther Burbank that children be kept out of school until they have reached the age of ten years is combated by Superintendent Harvey S. Gruver of Worcester, Mass. He holds that mothers cannot provide the necessary training. Besides, children lose by being kept out of contact with other children.

—John S. Hall, school inspector at Detroit, Mich., opposes the platoon system championed by Charles L. Spain of that city. He recently said: "We have been told by the advocates of the platoon system that it is more economical, and that it is so popular with the children that the attendance is better there than at other schools. In reply to that it is necessary only to point to the Hutchins school, which cost us over a million to build, and which will accommodate 1,000 pupils. That means \$1,000 for each pupil in building cost alone, not to speak of furniture, teachers, janitors, light, heating, ventilation, etc. It is not pretended that our non-platoon schools cost us anything like that."

—Landis Tanger of Homestead, Pa., has been chosen to succeed Dr. C. S. Foos as superintendent at Reading, Pa.

—Mr. F. L. Black, superintendent of schools at Lockport, Ill., has been elected principal of the Princeton Township High School at Princeton, Ill.

The new members on the Cordele, Ga., school board are J. M. Hunt and W. S. Roberts.



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### EDUCATIONAL ENGINEERING.

(Concluded from page 51)

These are the types of letters, talks and time-consuming efforts usually experienced by any agency.

#### Service of the Agency.

Eighty per cent of the money and time invested by an agency does not bring financial return. Really less than twenty per cent of the effort brings results in terms of dollars. The agency does the work for the superintendent or school in advance by giving directions and advice to the teachers appointed touching behavior methods and points in community service. The agency may be and usually is the superintendent's best friend.

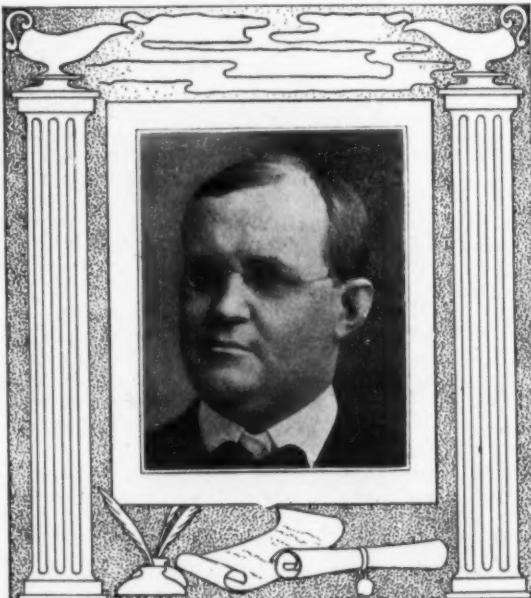
The agency benefits the teacher now when she is able to earn and increases her earning capacity. This is the same kind of welfare service that the state renders in forms of pensions for later benefit to teachers. The agency, therefore, is a welfare institution. It is not only a clearing-house for teachers and their opportunities, but it is the unseen moral influence which helps thousands of schools and communities through the medium of the teachers selected for them.

More and more the large appointments in college and normal presidencies are being directed by agencies. The alarming shortage of college and normal presidents during the past three years has given the agency a higher and better rating in educational engineering.

C. W. Bardeen, one of the deans of the agency business, declares that the agency service is a time table for teachers—directing when to start, where to go on schedule that is certain. The agency schedule of placement may be as accurate, safe and useful as that of any in

railroad service—it helps the teacher to realize her objective.

The writer visited over thirty of the leading agencies in the Middle and Far West recently. The high type of managers, their sincerity and their newly found efficiency were in evidence everywhere. Some of these offices were large and equipped as well as any in the best industrial or commercial plants. Some were small and directed by one or two persons doing largely local service. Perhaps the small ones were doing, within their limitations, the better work, while the larger and more highly specialized offices were solving the greater problems of in-



CHAS. S. FOOS,  
Reading, Pa.

terstate placement. The increase in the number of teachers' agencies and their growth in production is evidence of an educational need and of its approximate satisfaction.

#### MAXWELL MEMORIAL.

A special committee appointed to consider a permanent memorial to the late Superintendent of the New York City schools, William H. Maxwell, at a meeting held on April 11th, decided upon a life-size statue of Dr. Maxwell. The statue is to be placed in the new School Service Building to be erected for the American Museum of Natural History. The estimated cost is between \$30,000 and \$35,000. The memorial is unique, in that it will be the first ever erected to a teacher in New York City.

#### CHARLES S. FOOS RETIRES.

Dr. Charles S. Foos who served Reading, Pa., as school superintendent for over twenty years, has retired. With this retirement there is removed from the educational field an exceptional man and one who regarded his calling as a sacred mission rather than a profession. Few men have been more conscientiously and loyally devoted to a service than he. He sacrificed health and comfort in the cause of popular education.

He was not known in the national educational gatherings. While he kept abreast with the educational progress of the day he was retiring and modest in manner, and was at his task from early morn until late at night.

His own community, however, knew him and appreciated his services, his wholehearted devotion to the schools, and his highminded aims and purposes.

#### BUILDING AND FINANCE.

—At a school bond election held at Hackensack, N. J., where the sum of \$230,000 for new buildings was sought, only 300 votes were cast which represented only one-tenth of the total vote. This prompted the superintendent to state that "the usual methods of publicity—posted notices and newspaper articles—are not completely effective in making people aware that an election is to be held."



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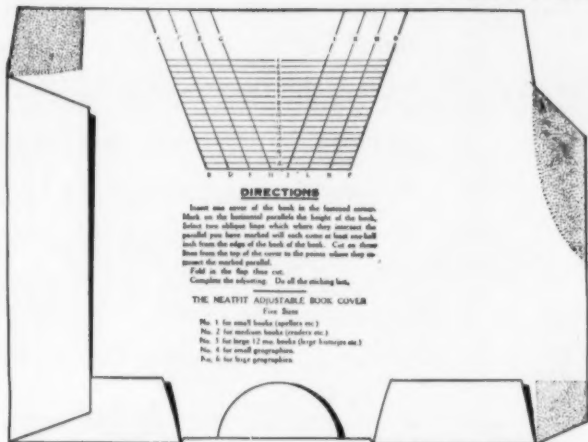


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### CORRECTIONS OF PHYSICAL DEFECTS WITHOUT MEDICAL INSPECTION.

Dr. Edith Lowry, working in Mississippi, has devised a method of getting the physical defects of school children corrected in schools where it is not possible to employ a school nurse.

According to Dr. W. A. Evans, writing in the Chicago Tribune, the plan is to bring to bear the sentiment of the school children on the child needing attention, so that he, in turn, will keep after his parents until the reparative work is done.

In other words, the laboring with the parents which the school nurse ordinarily does, Dr. Lowry has the pupil do.

It is worked in this way. Two charts are posted on the wall of the schoolroom. One is a chart listing defects; the other is a nutrition chart. The names of the pupils are written on these charts. The health records are shown by stars pasted opposite the name of the child.

One gold star means perfect, according to the standard set. A red star means a defect; a blue star means a defect that has been corrected; two gold stars in front of the name means that a child has a physical defect that cannot be remedied.

The standards are low and easily attainable. The items are:

Eyes—(a) Vision normal or corrected by glasses. (b) No evidence of disease or inflammation.

Ears—(a) Hearing normal. (b) No evidence of disease or inflammation.

Nose—(a) No adenoids. (b) No other obstruction.

Throat—(a) No disease or enlarged tonsils. (b) No evidence of disease or inflammation.

Mouth—(a) No unfilled cavities in teeth. (b) Teeth clean, showing evidence of daily care. (c) Gums healthy.

Skin—(a) No eruption. (b) Scalp clean. Free from scales. (c) Scalp free from lice.

Chest—(a) No evidence of disease or inflammation of lungs. (b) Chest expansion of at least two inches.

Vaccination—Good scar or certificate of recent vaccination for smallpox.

Nutrition—(a) Weight normal within 10 per cent. (b) Negative hookworm report. (c) No enlarged spleen (malaria).

Height is taken at the beginning and again at the end of the school year.

Weight is taken monthly.

Publicly posted tables show the average weights and heights for boys and for girls of different ages and the expected gains in each.

The record in each of these particulars, as determined by the school inspector and the teachers, is displayed on the wall in sight of the pupils.

The theory is: Every child with a red star will continue to plague his parents until a blue one replaces it, that a large part of the pupils will try for a gold star, or at least will use their influence with their parents for that end.



THE STATUS OF THE SCHOOL NURSE IN THE STATE OF CONNECTICUT. TOWNS IN BLACK NOW HAVE THE SERVICES OF SCHOOL NURSES. TOWNS IN DIAGONALS HAVE FUNDS AVAILABLE FOR SCHOOL NURSES.



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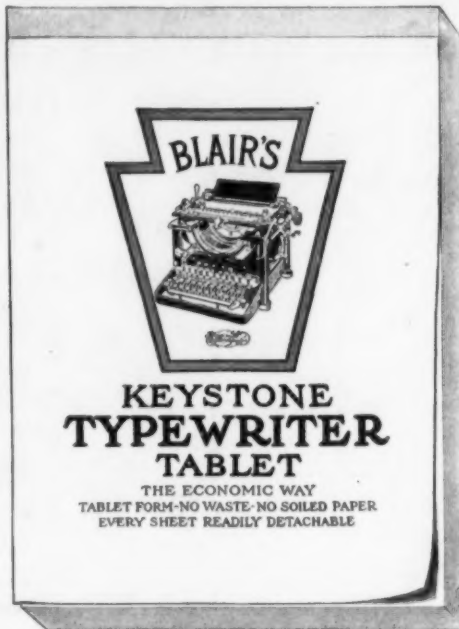
# Blair's Keystone Typewriter Tablets

If Typewriting is a subject in your school, investigation of the many advantages of paper in tablet form will prove very interesting.

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### URGES CAUTION.

—Urging caution in selecting a successor to a former superintendent, the Minneapolis Educational and Civics Topics has advised the board of education as follows:

"The board of education finds itself suddenly confronted with the duty of selecting a superintendent of our schools.

"This is a tremendous responsibility and should not be consummated hastily. The wisdom of their choice will be a determining factor in the efficiency of our schools during the next ten or twenty years.

"Superintendents should not be changed frequently, hence the necessity of extreme caution in the selection. We should make sure that he is a recognized, safe and sane educational leader, for his advice will largely determine the educational policies we pursue. He should be mentally and morally worthy, and a leader of men as well as youth. He should be old enough to have well established moral and educational fiber, and young enough to challenge and retain the respect and admiration of young men and women and to be in truth their educational and moral leader. He should possess tact and wisdom sufficient to be the outstanding personality of the teaching staff; a harmonizer rather than a dictator, yet with the moral courage to make the necessary 'eliminations' to bring the teaching force up to the proper standards.

"We need educational leadership in our new superintendent, rather than ability as an expert accountant and the board of education would do well to keep those two functions quite well separated.

"The salary should be all that is necessary to secure a superintendent who will measure up to our needs, and five figures will come nearer expressing our needs than less; at least we should get value received.

"Let us then take plenty of time in the selection of our new superintendent."

### The Value of Education.

At Sioux City, Iowa, principals of all public schools in the city from the fifth grade have been asked by Supt. M. G. Clark to point out to their pupils the following reasons why education pays:

In Massachusetts, where the average person goes to school seven years, the average income

is \$200, while in Tennessee, where the average person goes to school only three years, the average income is \$116.

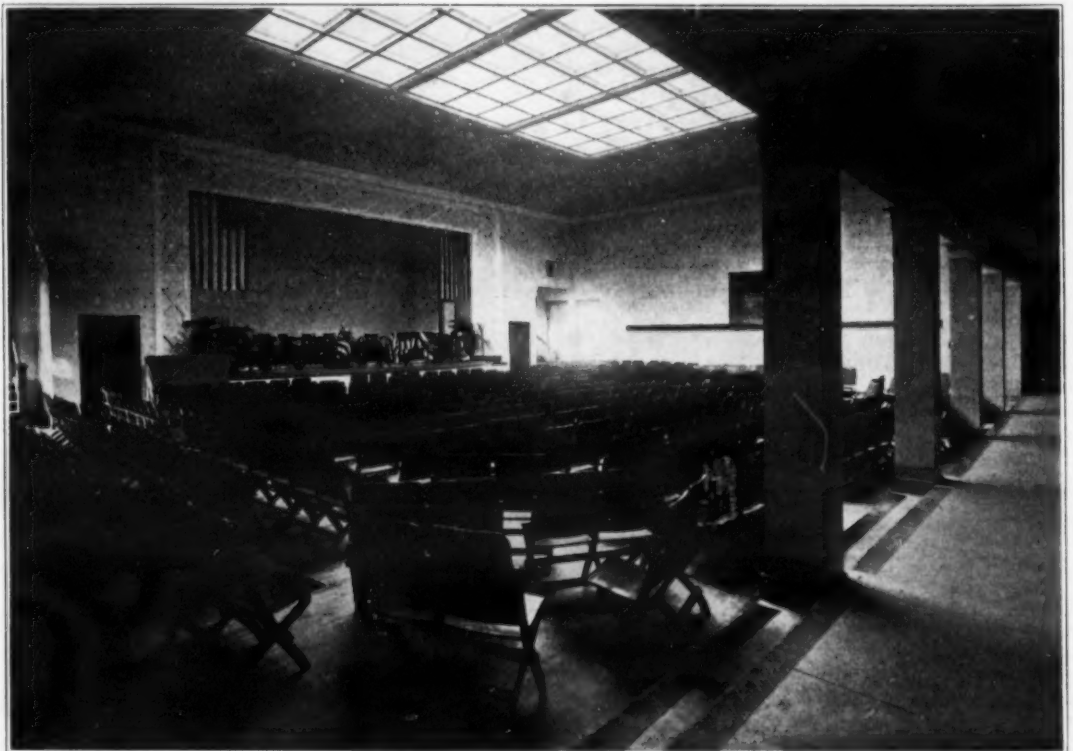
In the United States the average college graduate earns \$2,000 a year, the average high school graduate \$1,000, and the average elementary school graduate earns \$500.

Each day spent in high school is worth \$25 to each pupil; and each day spent in college is worth \$55, which is more than the average girl or boy can earn by leaving school and going to work.

While only one out of 100 persons is a college graduate, yet 36 per cent of every 100 congressmen have been college graduates, while

50 per cent of the presidents, 54 per cent of the vice-presidents, 69 per cent of the supreme court judges, and 87 per cent of the attorney generals had college degrees.

In the book called "Who's Who in America," containing the names of persons who are well known because of their good works, the educated persons lead by a great majority. The person who cannot read or write has but one chance in 150,000 to get his name in this book; the grammar school graduate has one chance in 4,250; the high school graduate has one chance in 1,600; the college graduate has one chance in 180, and the honor student in college has one chance in three.



AUDITORIUM, No. 7 SCHOOL, DUNKIRK, N. Y. (See article Page 62.)

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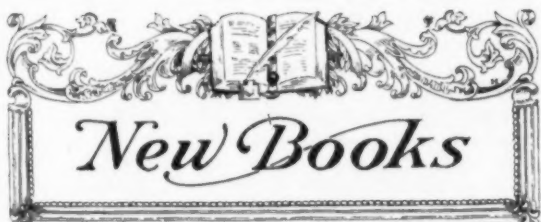
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## New Books

### A Naturalist in the Great Lakes Region.

By Elliot Rowland Downing. Leather, 328 pages, illustrated. The University of Chicago Press, Chicago, Ill.

This book describes most interestingly the flora and fauna of the Great Lakes region and traces the present development of the region through its geologic and physiographic history. It is in reality a series of excursions into the country adjoining the southern end of Lake Michigan and small portions of the upper region of the Lake for the study of the animals and plants, soils and rocks.

The author is a close observer and he writes interestingly of the insects, the flowers, the rocks, which he finds in his rambles along the lake shore, in the sand dunes, in the quarries, in streams, ponds and swamps, on the prairies, in the forests. The book would be made far more valuable if the author receded from his didactic, categorical form of statement concerning many scientific phenomena and frankly made clear that many of the antecedents and beginnings of things about which he writes are still unknown scientifically and are spoken of properly in terms of theories and hypothesis, rather than established facts.

### Assets of the Ideal City.

By Charles M. Fassett. Cloth, 12mo. 160 pages. Price, \$1.50 net. Thomas Y. Crowell Co., New York, N. Y.

An ideal city! What a promise of fine things are embodied in this phrase! Does the ideal city really exist anywhere on the American continent? May we look for it?

While these thoughts came to the writer when he saw the title of this book, he was told by Editor Buttenheim of the American City in a "Foreword" that no impractical Utopia was attempted. And then the author himself in a

"Preface" says that his aim is to present a brief statement regarding "important institutions, activities and undertakings \* \* \* appertaining to modern life in cities \* \* \*".

Thus, the book deals in a conventional and somewhat compact form with the essentials of a reasonably complete city. Its suggestive value must be found in the fact that it enumerates the utilities and agencies that some cities have, and all other cities ought to have. Its recommendations in several points fall short of the ideal.

### Horace Mann Readers.

New Primer by Walter L. Hervey, Ph. D., and Melvin Hix, B. S. Cloth, 124 pp. Price 64 cts. New First Readers, same authors, 136 pp. Price 64 cts. Published by Longmans, Green & Co., New York, Chicago.

It would be hard to find two children's textbooks more delightful, more natural, more direct. The stories and rhymes are not only well chosen, but handsomely illustrated. Every page is entertaining and instructive. Surely, the publisher has conspired with the illustrator, the printer and binder to serve the children in the most efficient manner.

### The Magree Intermediate Reader.

By Anna F. Magee. Part One—Fourth Year. Cloth, 392 pages, illustrated. Price 92 cents. Ginn and Company, Boston, New York, Chicago.

This reader is intended to cover the entire fourth year of school. Every lesson is supplied with a definition of the words employed. Their pronunciation, too, is given. Thus, the book serves, within its own scope, as a speller and dictionary.

The selection of the subject matter is judiciously made. The author has brought the best and most suitable literature to her service. The popular authors are well represented. The typographical appearance of the book is excellent.

### French Commercial Correspondence.

By Louis J. Fish and Prof. A. D'Avesne. Cloth, 230 pages. The Macmillan Co., New York, N. Y.

Those having commercial dealings with France will find this a helpful volume. It contains a large number of letters dealing with

business matters. These appear both in French and English.

Each lesson is provided with a vocabulary and phrases. Translation exercises are amply provided.

### Exercises for "Methods of Teaching in High Schools."

By Samuel Chester Parker. Revised Edition. Cloth, 261, plus x pages. Illustrated. Price \$1.28. Ginn and Company, Boston.

This book is a revision of the original edition, published in 1918, and presents a series of excellent type exercises for teaching the several high school subjects. Even though we may not agree with all the suggestions, it is certain that the work is practical and has been successfully used. There is no excuse, we think, for reproducing the Gillray cartoon, on page E170, which makes exceedingly offensive use of the fundamental Christian symbol, the Cross.

### Your Biggest Job, School or Business?

By Henry Louis Smith. Cloth, 79 pages. D. Appleton & Co., New York, Chicago.

Words of counsel for boys and girls who are tired of school. The book makes a strong argument for young folks to continue their education by going to college or to a technical school.

### The Expert Typist.

By Clarence C. Smith. Cloth, 274 pages. The Macmillan Company, New York, N. Y.

This volume is intended to serve those who have mastered the art of typewriting but want to become expert in its use. The text begins by widening the knowledge of the typist on the history of the typewriting machine, its essential elements of construction, and the present status of the occupation.

The student is then informed how to get the most out of the machine, how to develop speed, and what the typist should know about dictating machines. The more intimate practical phases of the typist's work, such as the manipulation of notebooks, taking dictation, transcribing, folding letters, mailing, filing copies, etc., etc., receive attention.

The last three chapters tell how to prepare for a civil service examination, how to secure a position, and how to work towards advancement.



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#### D. C. Heath & Co. Publishers

Boston New York Chicago Atlanta San Francisco

#### Progressive Problems in Bookkeeping and Accountancy.

By William R. Hayward and Isaac Price. Cloth, 149 pages. The Macmillan Co., New York, N. Y.

This textbook is the outgrowth of extended classroom experiences in teaching bookkeeping. The authors believe that more attention should be given to grading and to more ample drill work based upon modern methods in business.

Every lesson, therefore, is provided with a series of practical problems. The topics include a variety of merchandise, discount and personal accounts. Attention is given to notes receivable and notes payable, bank discounts, drafts and acceptances, and a variety of accounts employed in general business channels.

Aside from the general principles governing account keeping, the book deals also with trial balances and financial statements.

#### Business English.

By Rose Buhlig. Revised and enlarged edition. Cloth, 483 pages. D. C. Heath & Co., Boston, New York, Chicago.

This is a revision of the author's earlier work of the same title. It embodies numerous improvements in text and in exercises, all suggested by the wide use of the previous volume under widely varying school conditions.

The new book is divided into four parts. Of these, the first is devoted to word study and grammar, the second takes up oral English; the third goes into the details of business correspondence, and the fourth introduces sales letters and the preparation of advertising.

The book necessarily emphasizes spelling, enunciation, and grammar as fundamental tools which the student is to use with automatic correctness and facility. It then affords practice for conversation in which clearness and conviction are outstanding elements. Finally it seeks to train the student to gather and organize facts and arguments to present them convincingly in letters, reports, advertisements, and other business writing.

The book is well balanced and amply supplements the text with exercises, suggestions for study, errors to be avoided, etc. The pages devoted to advertising limit this broad subject to display advertisements and hardly do it justice.

This is perhaps unavoidable but is regrettable because it conveys to the reader no notion of the intricacy and breadth of the subject.

#### Vegetable Growing Projects.

By Ralph L. Watts. Cloth, 318 pages, illustrated. The Macmillan Company, New York, N. Y.

This is a practical handbook for vegetable growers. It addresses itself, however, more particularly to students in the subject attending agricultural schools.

The first chapter deals with a calendar for vegetable growing projects. It notes the months of the year when certain vegetables must be planted and the observations that must be made. The succeeding chapters deal in a specific manner with the various vegetable plants, the soil preparation, fertilizing, seeding, care during growth, etc., etc. In each instance the combating of insects and diseases is amply treated. The author also provides some valuable hints on methods of marketing and the managerial phases of vegetable raising.

#### Historical Readings.

By Helen B. Bennett and Joseph A. Haniphy. Cloth, 440 pages, illustrated. Rand McNally & Co., Chicago and New York.

This book traces American history from the earliest European beginnings to the present period following the great European war. It does this by means of selections from original documents, diaries, contemporary accounts, auto-biographies, poems, etc. The compilers have successfully sought to reproduce the spirit, the causes and the contributing circumstances which led to great events and changes, rather than supply a mere statement of the facts. They thus attract and interest children to learn and appreciate the great deeds, the stirring conflicts and the wide reaching effects of the discovery, colonization, and independence of the United States, of its growth, division, reconstruction and present expansion. The book should appeal to new Americans of whatever age, as well as to children in the grades for whom it has been especially prepared.

#### Heroes of Progress.

Eva March Tappan. Cloth, 263 pages. Price,

88 cents. Houghton Mifflin Co., Boston, New York, Chicago.

Charming biographies of successful Americans make up this volume. Miss Tappan has chosen, not authors, statesmen or soldiers, but inventors, scientists, social reformers, artists, engineers, industrial leaders, as her subject because these latter are rarely taken up in books accessible to children. The book is not written critically. The hero worship which underlies the book leads the author to repeat in a favorable light, some of the palpably erroneous theories of her subjects. The least which she might have done would have been to omit references to such things as for example, Angell's defense of the notion of animal immortality.

#### Stories Old and New.

By A. O. Sheriff. 12mo, cloth, 111 pages, illustrated. Price, 60 cents. Ginn & Co., Boston, New York, Chicago.

Charming stories taken from old Indian legends, Russian folk tales, fables and bible stories make up this little book. Interspersed with the prose selections are poems ranging from Rosetti to Amy Lowell. The book is intended for supplementary use in the primary grades and will be found as useful for home reading. It is splendidly adapted for developing the power of silent reading.

#### Un Metodo Practico Para Aprender a Escribir Por Medio Del Tacto.

By Charles E. Smith and Lawrence A. Wilkins. Board 54 pages, price 85 cents. Isaac Pitman & Sons, New York, N. Y.

This Spanish translation of touch system of typewriting has been prepared to meet the demand from Central and South American countries.

*Silent and Oral Reading in the Elementary School.* By Emma Miller Bolenius. Houghton Mifflin Co., Boston, Mass. It discusses the importance of silent reading, bad habits in silent reading, scientific tests, place of oral reading, dramatization and development of appreciation. The authors claim for the series the advantages of motivation, development of reading habit, broadened outlook, better school work in all subjects.

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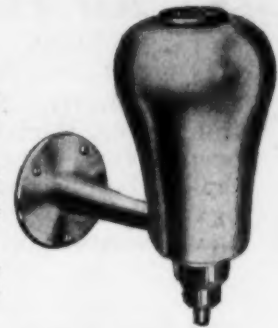
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See pages 137 and 141 for description of Palmer Improved Floor Brushes and Can't Spread Blackboard Eraser.

### WHO FAILED—BOARD OR TEACHER?

(Continued from Page 36)

ing with him—well? The fact that he included her in his corps, in itself obligates him to every one concerned, to help her become the best teacher of which she is capable. Can he do this in two visits to her room? Would he consider that, in a parallel case, she had done her duty to a boy?

Every superintendent has had this experience: Here is Ed. (why is it always a boy who is a failure wherever he happens to find himself. The Superintendent knows his entire career, having had it brought to his attention at various times and sundry. Then one day the boy is passed on to Miss Brown. That is the last time Ed's name and "failure" are pals. He doesn't become an angel over night, but from that first day he and Miss Brown begin on the job of winning through. And Ed's case is not the only one. Miss Brown can handle a dozen "Eds" in her room, and never a failure.

\* I have seen superintendents with the same happy faculty. A few days ago I heard one of them say "I have been very fortunate in my secretaries and my principals. They are a growing lot." I could have told him why. Everything that has any life at all grows under favorable conditions. I have a neighbor, a landscape gardener, who says all plants do well when they are "happy". I like the word.

Among my friends is a teacher who started at the bottom and, in spite of obstacles, worked up to a position in a growing city. There she, or some one else, failed—utterly—so utterly that she had to wait a year and then begin all over again, in a remote, undesirable position. But some of the conditions were happy, notably her rural superintendent, and she grew once more. He promoted her several times, then

passed her on to the head of a system of schools that stand very high on the list. Today she is one of his most capable teachers.

### The Cause of Success.

In Drinkwater's great play General Grant is made to say to Lincoln "I succeeded because you believed in me."

A young graduate had the misfortune to draw a superintendent who was close kin to the iceberg of which Mrs. Thaxter wrote:

"And wheresoe'er a smiling coast it passed,  
Straightway the air grew chill."

Her work was mediocre; only her superb health enabled her to avoid entire failure. The next year she went far away, and worked with a man who makes conditions as happy as he can. That very first year she was a conspicuous success, in a difficult position, and was promoted to a place of great opportunity. She wrote back to the man who had encouraged her, "I treasure, like an account in the bank, your words to me when I left." And yet all that he had said was "If you're ever in trouble, come to me."

"The costliest thing in all creation is mental friction." Every supervisor knows that the nagging teacher uses up the best energy of herself and the pupils, and only what is left, goes into the real work—which is true of nagging everywhere. Efficiency and fatigue do not travel together, and the teacher who is worn out by nagging, harsh criticism, many and lengthy sessions after school, simply has that much less to give where it is most needed, the classroom.

Every superintendent, every trustee, every parent, owes it to himself, to say nothing of others, to be as considerate, and as courteous, to the teacher as he wishes her to be to her pupils.

### Sympathetic Cooperation.

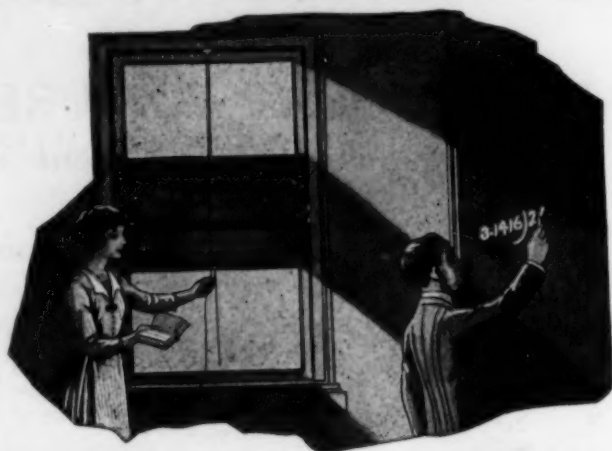
We all acknowledge, with alacrity, that the highest success in school is the result of intelligent and sympathetic co-operation between community, trustees, parents, children, superintendent, and teacher. Is it just to lay failure in school at the door of one of these contributing factors,—the teacher? Was it the chauffeur's fault that the Rolls-Royce was a failure when used as a truck?

The superintendent is not alone responsible for proper working conditions, giving encouragement, help, advice, and support. The trustees have a large share in this responsibility; so does the general community. The duties of the parents are so self-evident, and so varied, that they cannot be cataloged here. I shall mention only one, a loyal support of the teacher, refusing to encourage their children to tattle, and bring home every trifle that may be construed against her.

Teachers with forty to fifty children under their care sometimes make mistakes (so do mothers with only two or three), but they very seldom do any child as much harm as does the mother when she enlarges on every petty tale that is brought home. If a teacher has trouble with every successive class whom do we blame? If a community has trouble with every successive teacher, where must we look for the trouble?

The attitude of the parent-teacher associations is very important. They, fully as much as any element in the school influences need to do 'everything to help, nothing to hinder.' The minute they constitute themselves a committee for fault finding and destructive criticism, they do infinitely more harm than good. They need to see their relation to the other school influences, and remember that "if we do not work





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together we miss the power that comes with unity."

I cannot picture a school situation so deplorable that a wisely guided parent-teacher association could not turn it into a success. On the other hand I cannot picture a school situation so successful that it could not be turned into failure in one year through this same body, should it choose to be pernicious.

I suppose there are people who, in spite of sincere effort, are not adapted to teaching;—just as there are superintendents, and school trustees, and mothers, who fail to qualify in their jobs. Then there are some who don't try. (Even the Red Cross couldn't revive a dead soldier). Whatever the cause, a teacher who *inherently* is a failure, in spite of all that can be done for her, should be displaced. But before we do it let us be sure that we know *who* failed.

### SMALL TOWN ESSAYS.

(Concluded from Page 40)

#### On Realism.

A prominent writer telling the life history of a prominent American statesman relates a witty story.

"I was just out of college," the statesman is quoted as saying. "The only job I could find was teaching French.

"I do not know French but I taught it."

Neither you nor I believe that clever bit of cynicism. No teacher would. Either the prominent statesman knew French or else he didn't teach it. If I had the time and the wit, I would write a funny thesis showing how the author of those remarks was quite eminently full of prunes.

#### On Justice.

All teachers have their rules and regulations. They have their hobbies, their faults and their foibles. Sometimes we fail to distinguish that which violates nothing but one of our arbitrary

rules from that which is criminal and violates the moral code or the law of our land. There is something of the drill sergeant in us all.

A teacher in a neighboring rural school once whipped the same boy twice during the same week.

She whipped him on Monday for throwing a stone which struck another child on the temple. Then she whipped him again on Thursday because he went down the front steps three at a time.

And the children say that she whipped him harder for going down the front steps three at a time than she did for hitting his playmate on the temple with a stone.

### COMMON MISTAKES OF INEXPERIENCED SUPERINTENDENTS.

(Concluded from Page 45)

was under his jurisdiction. Such remarks arouse suspicion among some, hatred among others, and lower one's own morale.

It is the part of youth, too, to compromise ungracefully. Occasions arise between teacher and superintendent, when both think they are right. Because of the superintendent's position he can force the issue to please himself, but he will thus breed dissatisfaction and kill the spirit of his co-worker. It is better in most cases to suggest and compromise. There are times in Board meetings, also, when a compromise suggestion will secure a unanimous vote. This may mean getting only part of what is desired, but one must not "pay too much for his whistle." You must know when and how to compromise, and without any bitter feeling in the matter.

The last chief pitfall for the inexperienced superintendent is his inability to accept criticism. Some people have big hearts but a rough exterior. In rather a blunt fashion the superintendent may have called to his atten-

tion his most glaring weakness. He may resent the criticism, the manner in which it was given, or both—and go on his way. If he is wise, however, he will analyze the criticism to see what there is to it, and make the correction if possible. Here again it is necessary to have an open mind, and a desire to grow.

Although there are many ways in which a superintendent can fail partially or entirely during his early experience in the field, there are many ways also by which he can succeed if he is self-reliant rather than egotistical, human rather than dictatorial, and ambitious rather than static.

—By unanimous vote of the board of education at DuBois, Pa., Supt T. T. Allen was re-elected superintendent of schools for the ensuing term of four years.

—Supt. A. J. Smith, Clarksville, Tenn., has been appointed to teach in the summer school of the University of Tennessee, at Knoxville. Mr. Smith will be at the summer school for the first six weeks of the sessions.

—At the annual meeting of the Tennessee Teachers' Association on April 6, 7 and 8, Mr. A. J. Smith, of Clarksville, was elected president.

—Supt. W. D. Johnston of Weirton, W. Va., has completed his fifth year as head of the school system. During this time the enrollment has increased to 750 pupils in charge of 27 teachers. Among the new courses added during this five-year period are industrial history, commercial geography, chemistry, penmanship, music, manual training, domestic science and French.

—Supt. C. S. Hottenstein of Conshohocken, Pa., has been unanimously reelected for a term of four years.

—Supt. E. F. Sporing of Newport, Ohio, has been reelected head of the school system for a four-year period, at a salary of \$3,600 per annum. Mr. Sporing is a graduate of the University of Cincinnati and holds an A. M. degree.

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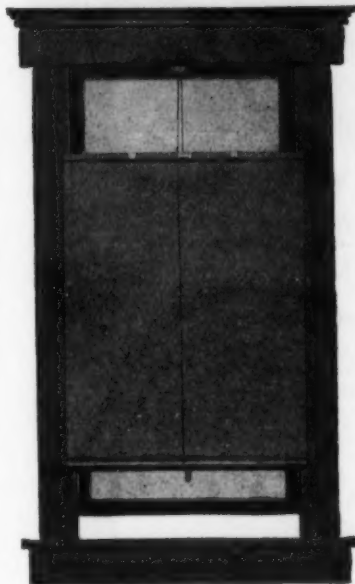
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### ARTIFICIAL LIGHTING SYSTEMS.

(Concluded from Page 44)

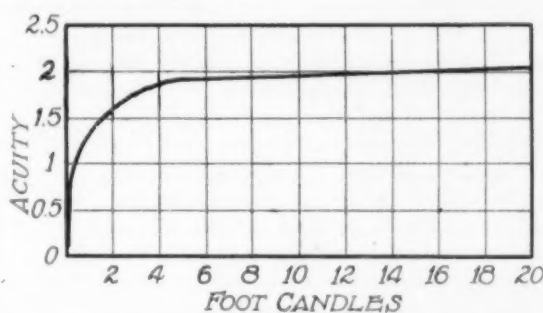
illumination are sacrificed. A maintenance schedule should call for close observation for burned out lamps and their immediate replacement with new ones. In replacing lamps, care should be exercised to see that the lamps are of the proper size and of proper voltage rating to correspond with that of the line, for the use of lamps of higher voltage than that of the line will result in a loss of light.

Darkening of the walls and ceiling also causes a loss in light, and for the sake of appearance as well as for proper light utilization, they should be refinished when the dusty atmosphere has changed their original color.

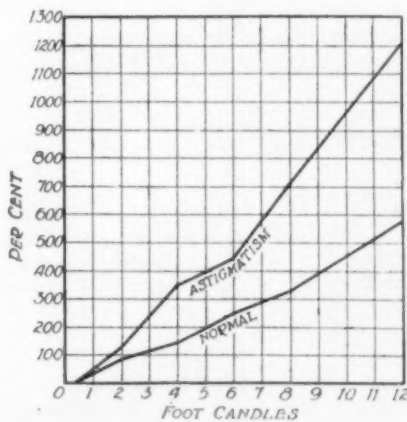
A systematic cleaning of the lighting equipment is as necessary as the regular cleaning of the floors and windows. To neglect maintenance of lighting equipment is costly, not only because of the light paid for which is not utilized, but also because of the potential value of the light allowed to go to waste.

Of all the equipment that we furnish the child that he may receive a good education, light is the cheapest. Its importance in the conservation of eyesight and general health is of such magnitude that we can afford nothing but the highest standard of lighting. The advance of the lighting art has progressed to such an extent that lighting systems which have been in existence for more than five years are antiquated.

The characteristics of these out-of-date installations, namely, low level of illumination, glare from exposed filaments and polished surfaces, extreme shadows, and poor maintenance, are regarded by illuminating engineers, physicians, and optometrists as sources of danger to the eyes and health.



CURVE SHOWING THE EFFECT OF INCREASE OF  
LEVEL OF ILLUMINATION ON  
ACUITY OF VISION.



CURVES SHOWING THE EFFECT OF INCREASE OF  
LEVEL OF ILLUMINATION ON SPEED OF DIS-  
CRIMINATION FOR EYES WITH NORMAL  
REFRACTION AND SAME EYES MADE  
SLIGHTLY ASTIGMATIC.

The importance of good lighting in the schools is becoming recognized more and more each day as is manifested by the adoption of a code for school lighting by the state of Wisconsin outlining mandatory levels of illumina-

tion which must be met by all schools of the State. Other progressive states will undoubtedly follow suit paving the way to better conditions under which to study and a greater conservation of vision and health of our twenty or more millions of school children.

### THE CLASSROOM THAT I WOULD HAVE.

(Concluded from Page 61)

schools. The public schools could not in many cases follow the suggestion because it is necessary that classes of large enrollment be taken care of at every recitation. The actual cost of equipping such a room, however, is less than that now spent. Some day there will be many such ideal meeting places for class instruction.

Teaching, so it seems to me, is getting more and more to be a "get together around a table" sort of a proposition. Problems of discipline are not what they used to be; boys and girls seem to be realizing that strict attention to business is necessary if educational aims are to be realized.

There is only one difficulty that I can see to this round-table method of instructing and that has to do with the giving of tests. It would not be wise to test a class arranged in that manner. But, should not every school have a large room especially designed for testing? Few recitation rooms are now large enough for that purpose.

**Teacher Placement by Public Agencies.** By J. F. Abel. Bulletin No. 42, 1921, issued by the U. S. Bureau of Education. The pamphlet discusses difficulties in filling teacher positions, appointment committees as service organizations, methods in placement work, special policies, followup work, bureaus in state offices, placement bureaus and school board service.





### "CRAYOLA" CRAYON AND The Superintendent's Responsibility

A SUPERVISING officer who permits teachers and pupils to be supplied with unsatisfactory crayons unconsciously creates an unnecessary teaching difficulty.

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**Joseph Dixon Crucible Company**

Pencil Dept. 31 J.

Jersey City, N. J.

### SOME PHASES OF SUPERVISION.

(Concluded from Page 46)

provement of reading ability, the discovery of common errors in the spelling of an individual or of a group and remedial measures, or, the adjustment in grading to avoid wide variations of ability within a class. Such research demands the gathering, selecting, and the organization of data, and the testing of conclusions, which when found to be valid make valuable contributions to both supervision and teaching.

**Rating Teachers.** While as yet there is no scale that is entirely satisfactory for rating teachers, a score card or a scale of recognized merit lists the desirable qualities and when used focuses attention on specific points and so tends to make conclusions definite. Wherever advancement or increased compensation depends upon the worth of the teacher their use is a measure of recognized value to supervision.

**Giving Demonstrations.** In the acquisition of an art imitation plays an important part. It follows then that for the improvements of teaching the observation of meritorious lessons which demonstrate certain aspects of the art are helpful. This is especially true if they are followed by a sympathetic analysis and discussion which extends the teacher's knowledge of the science and gives new meaning to its principles.

**Directing Professional Reading.** Profitable discussion or investigation of an educational problem cannot be pursued without reference to authorities. Consequently the selection of recent good books and magazines which stimulate professional reading, and the direction of the study of these are not the least important methods by which supervision influences teachers to consider the leading educational thought and to attempt to merge the best theory with practice.

From this it may be evident that the directing of study and reading on specific educational problems, the demonstrating of the best types of instruction, the visiting of classes and holding of conferences, the conducting of teachers' meetings, the giving of tests and measurements, the remaking of the curriculum, and the rating of teachers are some of the activities by which supervision fulfills its chief functions, namely, the adjustments of the school to social change and progress, and the professional improvement of the teacher. For "He who does not improve today will grow worse tomorrow."

In concluding one may say, supervision is a science having a body of principles, from which methods can be derived which, when intelligently applied to the teaching process, in-

crease skill, and so perfect the teaching art and thereby increase the efficiency of the school.

### HIGH SCHOOL RECORDS.

(Concluded from Page 53)

The first, "Deficiency Report—to the Principal," is printed on a 3" x 5" paper form. Fig. 4. The second, "Deficiency Report to the Parent", also takes a 3" x 5" paper form. Fig. 5. These forms are more or less temporary in character. It will not be found necessary to preserve them longer than one year and generally not far beyond the end of the semester in which they were issued. A duplicate of the report sent to the parent should always be placed on file for reference in case of the slightest need.

(To be Concluded)

### CREDIT OF PROFESSIONAL IMPROVEMENT.

(Concluded from Page 54)

Cities with source of information where available.	Credit granted for:	Nature of credit
Omaha, Neb. .... (1919-20.)	Five credits earned at any approved university, college, or normal school. (Applies to teachers, supervisors, and assistant supervisors below maximum.)	Bonus of \$50 granted.
Sioux City, Iowa .... (Sal. sched., 1920.)	Three majors of summer school work equal in value to major of work completed in summer quarter of Chicago University. (Applies to teachers having completed six years of service.)	One hundred dollars in addition to basic salary.
Washburn, Wis. .... (Sal. sched., 1921.)	Six weeks' academic or professional study in approved summer school.	Twenty-five dollars in addition to basic salary.
Webb City, Mo. .... (—, 1918.)	Attendance at summer school ..... (Applies to teachers of Class B and Class A.)	Special increase of \$2.50 per month on salary schedule for eight weeks' attendance.
Worcester, Mass. .... (—, 1920-21.)	Attendance at summer school ..... (Applies to both grade and high school teachers.)	Five dollars per month in addition to regular increase.

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